Central States Speech Journal

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PUBLISHED BY THE CENTRAL STATES SPEECH ASSOCIATION

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Manuscripts should be sent directly to the Editor or to the appropriate member of the editorial staff. Each manuscript will be reviewed by three members of the staff before a publication decision is made by the Editor.

All reports of original research should be organized around the usual pattern of background of the study and statement of purpose, methodology and procedures, analysis of data and results, summary and conclusions. If standard statistical methods are employed they need not be defined beyond naming. Any manuscript based on a thesis or dissertation should be so marked, with the name of the director of the study supplied.

Although articles in the *Journal* may vary considerably in length, they should not exceed 4000 words. Contributions to the "Research Reports" section should not exceed 500 words. The number of words in all copy should be indicated in the upper right hand corner of the first page.

All copy should be double-spaced on 8½" x 11" bond paper. The author should retain a duplicate copy to facilitate future correspondence with the Editor. The first page of the text should start with the title centered at the top of the page and in capitals. The name of the author or authors should be centered two spaces below the title and in capitals and lower case. The statement of central theme should start flush with the left margin and should be in capitals and lower case underlined. (See examples of statement of central theme in issues of *CSSJ* beginning with Volume XIII, Number 1). Authors are encouraged to provide sub-headings to help clarify organization. These sub-headings should be centered and in underlined capitals and lower case. Footnotes and tables should appear on separate pages following the final page of the manuscript.

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Galley proofs of articles accepted for publication will be sent to the author for final checking. Corrected copy must be returned to the Editor within one week.

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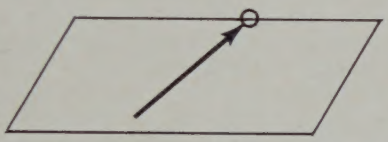
BISOCIATE WITH THE ASSOCIATION

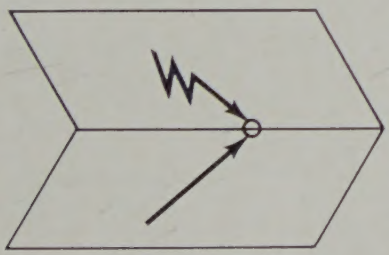
An Editorial

"Bisociation" is the focus of Arthur Koestler's foray into psychology entitled *Insight and Outlook*. He defines the concept broadly as "any mental occurrence simultaneously associated with two habitually incompatible contexts," and uses it as the basis for a theory of humor, of invention or discovery, and of art or aesthetics.

Koestler's theory is simple. It suggests that we tend to think in planes, and in directions projected on those planes which can be represented by vector diagrams, just as physical forces are represented by arrows showing the direction and quantity of a force exerted upon an object. A vector in one context, or plane, represents the "build up" to the punch line of a joke, or the observations of known circumstances, or the intellectual illumination which forms the basis for humor, invention, or aesthetic experience, and is represented in this manner:



As this vector intersects another plane, or "habitually incompatible context" there is, when conditions are right, a vector in the second plane which meets the first forming a "bisociation" bringing together these two contexts and illuminating both, thus producing the laugh, the discovery, or the aeshetic satisfaction diagrammed thus:



Perhaps one illustration will help to secure the concept. Koestler recounts the story of the lunatic who observed the gardener working in the strawberry beds. "What's that stuff you're putting on the strawberries, my good man?" he asked. "That's manure," replied the gardener. The loony shook his head and observed, "Personally, I like mine with sugar and cream, but then, I'm not normal." The bisociation, of course, is between the planes of production and consumption, and where they are thus joined we see each in a new light producing humor. Under similar circumstances we might find the intersecting thoughts producing an aesthetic response or an adaptation of a familiar mechanism to a new use, constituting an invention.

Intriguing! But what can we bisociate with the Association?

Ourselves! That's what!

Consider yourself as a force—a vector—projected in your own professional plane. Consider CSSA the vector in a different plane intersecting the first. Omitting the humor, for the moment, what are some of the discoveries, some of the aesthetic experiences which come to mind as these two contexts are illuminated simultaneously?

First, there are the discoveries of others with similar problems, with different ways of meeting these problems, and with problems where you have solutions. There are services which you can render to the Association and to your profession. These services include stating both your questions and your answers in company with other like-minded members. Where better to do this than in Chicago, at the Hotel Sherman, April 6-7? What better time and place to bisociate with the Association?

Second, as a direct result of this discovery that you are among friends, and the consequent determination to attend the convention, there will be a satisfaction, an aesthetic experience engendered by the participation in the sectional and business meetings. These meetings are sufficiently small and friendly to encourage each to ask and opine during the forum periods. We are all provincial enough to feel that we can talk most freely with those who live and work nearby. We have in the central states area a substantial number of outstanding teachers and practitioners of speech. They are not always available to us at the state conventions. They are often closeted in committees at the national conventions. At the regional level they are likely to be, as we are, among the audience, asking questions and sharing opinions with those on the program. This gives rise to aesthetic satisfaction.

Third, it is often true that when the school year is three-fourths past our sense of humor, our ability to see things in perspective, is jaded. The addition of a new dimension—or the forceful recall that the other dimension has been there all of the time—can be regained through convening with our peers. New people with whom to share stories, new stories to hear, help to gird the loins for the year's end. The social contacts made at the April convention add this vector to the picture.

It is equally true that the association gains from this bisociation. The "equal and opposite reaction" upon the Association is that through the force of your attendance and participation the discovery of new talent for future programs, the aesthetic experience of being an agent in satisfying mutual professional needs, and the good humor of a lively business meeting of the members, new breath is breathed into the Association.

Praise for the admirable program goes to your President-Elect, Brad Barber; any blame for programs which do not rise to expectations we must all share and share alike. The potential for superior quality meetings exists, and if each of us will bisociate with the Association it will be realized.

H. L. EWBANK, JR.
President, CSSA

The Historical-Critical Type of Research: A Re-examination

KENNETH G. HANCE

The Historical-Critical type of research, one of the four basic approaches to scholarly investigation, is constantly subjected to criticism by persons who conceive of it as less useful than the other types and also by persons who seek to improve it. This article reviews several adverse criticisms in both categories, suggests possible answers to these criticisms, and outlines means of securing the best of quality in this type of research methodology.

For generations, researchers in Speech as well as in other disciplines, have been at work in studying *the past* for purposes of determining what happened, why it happened, what trends or tendencies were evident, and how good was that which happened. The literature of Speech, in whatever area of emphasis, is replete with evidences of this type of research.

Over the years, also, this type of research has been subjected to careful scrutiny by persons who believe it to be less useful (even of a lower order) than is research which aids in "theory development," which is concerned with the "here-and-now," and which provides a basis for prediction. It has also been subjected to equally careful scrutiny by those who have sought to improve it. In the former category we are reminded of those who would make our research "more scientific" and who would prefer the experimental approach to that which is concerned with the past and with documentary materials. In the latter, we think of Wichelns's essay on "The Literary Criticism of Oratory," of Brigance's discussion of "Whither Research," of commentaries by Baird and Thonssen, of Bryant's "Some Problems of Scope and Method in Rhetorical Scholarship," and of Reid's "The Perils of Rhetorical Criticism," to mention only a few in the area of Rhetoric and Public Address.

On occasion, we should take a "long and hard look" at all of our research methods (Historical-Critical, Survey, Empirical, and Experimental)—not to promote one over another, but, rather, to understand ever more fully their basic elements, to subject them to critical analysis, and to consider means of improvement. My purpose here is to take one of these types and to do just that; the type, as the title of this paper indicates, is the Historical-Critical.

Perhaps I should inject a personal note here in order, I hope, to dispel any notion that I am a protagonist for one type, especially the one which we are considering. In the area of graduate work, it has been my privilege to serve as the principal director for 55 persons who have com-

Kenneth G. Hance (Ph.D., University of Michigan, 1937) is Professor of Speech at Michigan State University, and Past-President of the Speech Association of Ameria.

pleted the doctorate. While it is true that 35 of these happened to work in the Historical-Critical area (and solely through their choice), 12 worked in the Experimental area, six in the Survey category, and two in the Empirical. Had the problems been such as to demand a different proportion of approaches, the resulting data would be correspondingly different, because, in my judgment, each has significant values and provides a unique means of solving problems. The real question, therefore, is not "Which method should I choose?" but "In terms of my research problem, which method should I necessarily employ?"

Let us first define each of the four basic approaches to research, of which our subject is one. The Historical-Critical is commonly defined in some such manner as: "The study of a period, person, or phenomenon in human development, in order to record discovered facts in an accurate, coherent, and critical narrative that posits causations and probabilities."[1] The Survey, or Descriptive, approach is: "The study of existing conditions, situations, or relationships, in order to discover or establish norms or standards."[2] The Empirical approach is usually conceived of as "That study which occurs when the operation of a . . . phenomenon is in no way restricted, but the method of observing the phenomenon is carefully controlled."[3] The Experimental type is conceived of as "The systematic study of the operation and effect, or causal relationships, of a single variable factor (and on occasion of several variable factors), controlled or manipulated in a situation where all other essential factors are held constant."[4]

Let us now review some adverse criticisms which are being levelled against Historical-Critical research in Speech in terms of the *method*, irrespective of the workmanship within this method. For our purposes, four such criticisms are particularly relevant: (1) With respect to Speech, it is actually more History than Speech; in fact, it is something that does not necessarily require competence in the principles and methods of Speech, and is frequently only "amateur History"; (2) it is of less value than is research upon contemporary materials because it is concerned solely with the past and does not deal with current, dynamic phenomena; (3) it is of "less" value because it does not contribute to "theory development" and has little, if any, predictive value; (4) it is "less" rigorous and scientific because it deals largely with documents and not with face-to-face human phenomena, and it makes subjective analyses and interpretations. These are discerning criticisms, and they deserve careful consideration in our re-examination of this type of research. Do we reject them? Do we accept them as applying to inherent characteristics of the Historical-Critical method, and thus relegate it to an inferior position? Do we accept them as applying only to weaknesses in the use of the method? The following analysis makes sense to me.

Is it merely History? While it *is* concerned with History, it is more than the historian's interest in the subject. If it *is* History, it is Speech History—methods and forms of communication; speakers, actors, directors, institutions, etc., associated with the oral medium; relationships of Speech to persons, historical issues, forces, and movements; and the function of

communication in its several forms with respect to these persons, issues, etc. In short, it builds upon the historian's unique interest; it brings to the historian's sphere of analysis and interpretation a set of concerns, a set of concepts, and a methodology which are outside of the realm of History in its customary sense. If the historian happens to be interested in these matters, well-and-good; but it should be recognized that he is then interested in more than History *per se*. As for the charge of "amateur history," two thoughts are important: (1) If this stems from the concept that the researcher in Speech does not write history anew but relies in large measure upon the findings of professional historians, the answer is that using the principle of "division of labor" among specialists, we very properly build upon the labors of the professional historian, adding, however, such new items as have been discovered in terms of our specific subject (speaker, institution, etc.); (2) if this charge stems from inadequacies in our methodology, we must take these weaknesses to heart and improve ourselves. (This point will be considered later in this paper.)

Is it of "less" value because of concern for the past? It is, by definition, concerned with the past. However, there is always a need for an ever-more complete understanding of the past, not only to clarify a heritage but also to have a better basis for the understanding of the present; also, to provide a basis for the establishment of norms or standards. Furthermore, it does deal with real-life, current, dynamic phenomena even if of another period. In fact, the task of the researcher in this field is that of reconstructing the dynamics of the past in order that we can view it as though it were actually with us.

Is it of "less" value because it lacks the predictive ingredient? It may not, or it may, contribute to theory construction and/or have predictive value. (If it does not, no adverse criticism should necessarily follow.) Frankly, it may not contribute in the way that experimental research may do, although we should note that some experimental research is of questionable value because of its comparative artificiality or removal from "real life." However, if it does not, this is no indictment—merely a necessary limitation in terms of its nature. Somewhat analogous is the fact that we do not necessarily learn Mathematics by studying History, even though the study of History is of intrinsic worth. However, the Historical-Critical approach *may* have predictive value and thus contribute to theory development. It may do so by reporting, analyzing, interpreting, and appraising the activities of both skilled and unskilled practitioners. For instance, as in the manner of Aristotle, who observed practices and formulated dicta, it may provide empirical data which can be joined to similar data, then projected into hypotheses or theories. To the extent that we can profit from the past, we are doing at least a modest job of creating theory.

Is it "less" rigorous and scientific? It is not necessarily so. There *can* be rigor in dealing with documents, with human personality, with cause-effect relationships in human affairs, and with evaluations. Furthermore, any attempt at classification and at determining causal relationships is automatically subjective, whether the research is Experimental or Historical-

Critical. Of course, we must realize that our degree of rigor can be low—perhaps is often too low—but this is a fault of the researcher and not of the method. (This point, too, will be considered below.)

Let us now review some of the criticisms which are being levelled in terms of *procedures* within the Historical-Critical method itself. For our purposes, the following six will suffice: (1) It is often too limited in design, encompassing speech-texts only, play-scripts only, etc., and ignoring all of the elements which are inherent in an historical study of Speech theory or practice; (2) conversely, it is too broad in design, including elements which appear to be outside of the range of Speech *per se* (Why History? Why Biography? etc.); (3) it often fails to effect a synthesis of the elements just mentioned, each element being discrete and somewhat isolated; (4) it is often based upon flimsy evidence—fragmentary history, questionable texts, etc.; (5) it merely reports and does not analyze, interpret, and/or evaluate; (6) if it does evaluate, it often does so in terms of tenuous considerations —"results" and little else. What can we do to meet these criticisms?

First, regarding the design. In my judgment we should constantly keep in mind the admonitions of Wichelns and Brigance, for instance, when they urged a rationale for Historical-Critical research which includes all necessary elements: (1) the speaker, actor, director, institution, or similar factor which is the primary object of our study; (2) the milieu, climate of opinion, or background pertaining to this object, including the forces which played upon it; (3) the topics, issues, or other substantive matters which were the principal concerns of the subject; (4) the communication situation or situations under investigation (in the case of practitioners); (5) the message communicated, irrespective of its form (speech, body of rhetorical theory, play, educational principles or practices, etc.); (6) the workmanship of the communication process, where necessary; and (7) the response or influence or effect of the presence of this subject being studied. This is not all, however. Through the use of such of these elements as are relevant in the given case, we shall be avoiding the charge of a too-narrow design; but we shall still be open to the charge of a lack of synthesis and meaningful use of these elements. We shall still have the situation figuratively described as a "pile of bricks" but not a "wall."

Here is, perhaps, the greatest task before us—that of so integrating History, Biography, Occasion, Audience, Message, and Response that each is related to the other. I urge that we experiment with designs which do more than handle these elements in separate sections or chapters —designs which carry simultaneously as many of these as are relevant in the given case. (In my judgment, we should pay more attention, in Rhetoric and Public Address, for example, to the design employed by Brigance in his study of Jeremiah Black, in which he welds these elements together into a meaningful whole.) I urge that we experiment with the method of writing background history not as a separate body of material but with the primary subject of our study as the focal point of our history—much as one student attempted to do in a study of Albert Schweitzer this past year. In short, I urge that we make

our Historical-Critical studies *complete* by including all elements which are in any way relevant, and that we mold these elements into a whole—a synthesis in which associations and causal relationships are made meaningful.

Second, regarding the evidence. In my judgment, we should pay more attention to matters of evidence and reasoning; we should be as rigorous as we expect the experimentalist to be. Specifically, I urge that we ponder over the principles and tests of evidence and reasoning which we expect our freshman students to master in their fundamentals of speechmaking. For example, we should know the best, most reliable, historians and biographers to whom we turn for guidance in those specialized fields; let us search for the best original documents (speech texts, etc.) and apply to them every test of authenticity and accuracy which we know; let us apply to all pieces of evidence all of the somewhat simple tests which we expect even a high school debater to apply; and let us analyze and interpret within the context of these tests and of the tests of the more common modes of reasoning—example, analogy, cause, and sign. Here is where rigor enters; and if we fail to observe these principles of evidence and reasoning, we cannot justify our method solely on the grounds that it is "subjective"—after all, any analysis, interpretation, and evaluation is subjective. The question is: how rigorous are our methods within the context of subjectivity?

Third, regarding the charge that we merely report. We should remind ourselves that while the obtaining of facts is necessary and important, it does not, as a rule, provide us with the most meaningful answers to our questions, or solutions to our problems. Virtually any research problem of worth poses additional questions; and to ignore these, is to provide only quite obvious results. This is analogous to the survey or experiment which provides only "raw data" and which does not give meaning to these data. In consequence, I urge that in Historical-Critical research we give attention to four processes in research, and include all of them—or provide a substantial justification for the omission of any of them. In brief, these are: (1) DESCRIPTION — the acquisition of data and the reporting of these data; (2) ANALYSIS—the study of these data for the purpose of finding what "lies behind them"; the process of finding effect-to-cause relationships, or background, causative, influencing factors; (3) INTERPRETATION—the study, treatment, or handling of these data for the purpose of finding groupings, comparisons, contrasts, tendencies, etc.; the process of "giving meaning to the data"; (4) EVALUATION OR APPRAISAL—the measurment of these data for the purpose of assessment of what has been discovered; the synthesizing of these data, the selection of norms, and the measuring of the data in the light of these norms.

Finally, regarding the charge that our Historical-Critical research often evaluates, when it does evaluate, primarily in terms of "results." (Our value judgments rely too heavily upon "effect" or "outcome.") In my judgment, this, too, is something which should occupy our attention; and we should consider means of meeting this objection. I urge that we review the means of assessing a phenomenon (a speaker, a speech, a theo-

rist, an actor, a director, a playwright, an educator, etc.), noting the strengths and weaknesses of each, and selecting that means which appears most fully to meet the demands of true appraisal. Here are four to consider: (1) RESULTS—that approach which assesses solely in terms of outcomes—whether they were what the speaker or other subject had in mind; (2) TRUTH—that approach which makes judgments solely in terms of the critic's conception of the worth of what the subject did, ignoring any consideration of elements of differences of opinion, artistry, etc.; (3) ETHICAL—that approach which assesses solely in terms of the critic's judgment of the subject itself, without concern for the subject's artistry; (4) ARTISTIC OR METHODS—that approach which makes value judgments in terms of the relevant principles derived from a reputable body of theory, perhaps including elements derived from the other approaches.[5] I would urge the Historical-Critical researcher to base his value judgments largely upon the fourth of these approaches, for therein do we find the primary justification for our work and therein lies the opportunity for us in Speech to make our peculiar contribution. (Virtually anybody, irrespective of his competence in Speech, could evaluate in terms of "results"; and no particular competence in this field is needed to make corresponding assessments in terms of the TRUTH and ETHICAL approaches.)

The Historical-Critical method of research is still perhaps the most popular among researchers in Speech, as it has been for years. Whether it should be so is not for us to say at this point; after all, it depends upon the kinds of problems which occupy our attention. I would urge that we recognize its relationship to the other methods of research, that we further understand its potential contributions, and that we give attention to the internal weaknesses that all too frequently may creep in and plague us. This method has, as we all know, tremendous possibilities in providing us with answers to important questions; let us use it to the full and with ever-increasing rigor.

FOOTNOTES

1. J. Jeffery Auer, *An Introduction to Research in Speech* (New York, 1959), p. 28.
2. Auer, p. 35.
3. Thomas L. Dahle and Alan H. Monroe, "The Empirical Approach," in *An Introduction to Graduate Study in Speech and Theatre*, ed., Clyde W. Dow (East Lansing, 1961), p. 175.
4. Auer, p. 41.
5. See James H. McBurney and Ernest J. Wrage, *The Art of Good Speech* (New York, 1953), pp. 22-31, for a more complete treatment of these concepts.

The Speech Style of Anna Howard Shaw

Wil A. Linkugel

A discussion of the speech style of Anna Howard Shaw, Woman Suffrage Orator.

During Dr. Anna Howard Shaw's long public career, she delivered nearly 15,000 speeches. She preached numerous sermons as an ordained Methodist minister, presented some temperance lectures and a variety of speeches in behalf of the war effort during World War I.[1] After the war she undertook an intensive speaking canvass for the League of Nations with President William Howard Taft and President Lowell of Harvard University. But the vast majority of her speeches dealt with women's rights. From the time in 1881 when Lucy Stone, representing the Massachusetts Woman Suffrage Association, wrote Shaw and asked her to give some woman suffrage lectures in September or October along Cape Cod, to her death on July 2, 1919, Dr. Shaw delivered several hundred suffrage speeches annually.

Throughout this period she was unquestionably one of the best and most popular platform lecturers in the country. Lecture bureau managers conceded that if Shaw would have devoted full time to lecturing instead of stumping for woman suffrage she would have made a fortune. Susan B. Anthony thought so highly of Shaw's platform skills that she made her raise the price of her suffrage lectures. Miss Anthony felt that if Shaw charged no more for lectures than other speakers, people would never want to secure anyone but Dr. Shaw. As early as 1892 she wrote to Shaw, "Oh, if you could be multiplied by a thousand, how we would wake up the stupid people."

Unfortunately, much of Shaw's eloquence is lost to posterity, as she almost never wrote out her speeches, and, in fact, did not even make notes. Friends used to chide her for writing her speeches on the tips of her fingers; in planning a speech she first decided how many points she wished to make and what those points should be, then she named her fingers for each of her major points.[2] A reporter for *The Kansas City Star* marveled at Shaw's ability to speak so superbly without any notes whatsoever.[3]

Dr. Shaw found writing difficult and distasteful. She needed the inspiration of hearers before her words flowed fluently. Early in her career when she was approached to write a magazine article she replied, "If I should stand on my head for a month not enough ideas would settle into it to enable me to write an article."[4] On another occasion when she was asked why she never wrote, she answered:

> I cannot write unless my private secretary takes it down as I walk up and down the room, talking to an imaginary audience, I must have the inspiration of my hearers, real or fancied. Again and again different magazines

Wil A. Linkugel (Ph.D., University of Wisconsin 1960) is Assistant Professor of Speech at the University of Kansas.

> have solicited work from my pen, but you would not recognize my stilted style of English as I write it, compared with my speaking.[5]

Shaw did write a few speeches. She made at least a rough draft of the first sermon she delivered in Michigan to secure her preaching license; she subsequently gave this speech many times in the East. She did not read this speech from manuscript, but delivered it from memory. Upon becoming president of the National Woman Suffrage Association, Shaw was so overwhelmed by the responsibility of delivering an annual presidential address that she carefully composed a manuscript and presented her speech from it. She read her speeches at the national convention in 1905 and again in 1906, but this practice detracted so much from her usual charm of delivery that association members requested her to speak extemporaneously thereafter. The women delegates looked to Shaw's addresses for inspiration and failed to receive the proper lift when she read her speech. Not until 1915, when she resigned the presidency and presented her "Farewell Address" from manuscript, did she read another speech. Shaw rose to deliver this address and announced that contrary to custom, because of the special significance of the subject matter and the occasion, she would read her speech.[6]

However, not all of Shaw's eloquence has been lost. On some occasions stenographers recorded all or parts of her speeches. These texts may be found among the Shaw papers at Radcliffe Women's Archives in Cambridge. Most of Shaw's addresses at congressional hearings were recorded as part of the hearings and printed for general distribution. Seventeen such speech texts are extant. Reporters also took down some of her speeches and sometimes printed major sections in their newspapers. My search has turned up fifty-one complete texts of Shaw's speeches and a large number of excerpts from others.[7]

The bulk of the extant texts of Anna Howard Shaw's speeches are suffrage speeches. These extant manuscripts are probably representative of her plea for woman's enfranchisement. She delivered a multitude of speeches, but used the same speech sometimes as often as thirty or forty times with no changes other than adaptation to the locale and its people. From 1914 onward, she used essentially the same campaign speech. Considering the large number of speeches Shaw delivered during her long career, it must have been impossible for her to deliver a fresh, new address every time. The arguments in favor of woman suffrage remained basically the same from one speech occasion to the next and therefore she used the same contentions in many different speeches, merely adapting them to the locale and the occasion.

Shaw's speeches were audience inspired. Her extemporaneous manner of speaking gave her ample opportunity to adapt to all situations. For example, one of her stock lectures, "The Fate of Republics," was given hundreds of times, but never twice alike. Newspaper reports show that the theme and the basic content remained constant, but the introduction, illustrations, and supporting materials varied. Dr. Shaw wrote to Lucy Anthony, her private secretary: "Aunt Mary [Anthony] says she does not see how I can twist a speech around so as to make it new every time. I don't, it just

twists itself."[8] Each new audience brought a new source of inspiration for Dr. Shaw.

Shaw had the rare ability of being able to meet all challenges on the spur of the moment, a talent of great importance to the stump orator. Sometimes she discarded her speech and spoke completely impromptu, or she reshaped her speech to fit the needs of the occasion, or at other times she strayed from her planned speech and engaged in delightful repartee with a heckler.

On her first trip to Europe after graduation from theological school, Dr. Shaw preached her first sermon on foreign soil, the congregation consisting of a group of sailors aboard a gospelship. The officiating clergyman, disliking women ministers, gave Rev. Shaw an unfavorable introduction. As she rose to speak she realized that her audience of sailors was hostile to her. She discarded the sermon she was planning to preach on "The Heavenly Vision" and preached on a text not found in the Bible, "Blessed are the homesick, for they shall go home." Thoughts of home, uppermost in the sailors' minds, generated favorable emotional responses. After the sermon, the homesick sailors all came up to shake the hand of the little woman minister.[9]

At Pittsburgh in 1899 the superintendent of a scheduled meeting erroneously announced on the program that Shaw would speak on "The New Woman." The speaker, however, had no lecture called "The New Woman" and was planning to give one of her most repeated lectures, "The New Man." The master of ceremonies who was to introduce her to the audience told her that he had his introduction arranged for "The New Woman" and that he could not change it; she would have to change her speech! So she had to switch her "New Man" into a "New Woman" and while the master of ceremonies was talking she hit on an idea. She began her speech with "New Woman" and her discoveries, greatest of which was the "New Man," and she told what kind of a man she had discovered him to be.[10]

On another occasion Shaw discovered just before her lecture that she had been advertised to speak on "The Missing Link"—only she did not have such a speech. When she protested to the program manager, he told her she would have to speak on the "Missing Link" because they had sold all their tickets for that lecture. The whole town had turned out to hear it. Reluctantly, Shaw told him, "Very well. Open the meeting with a song. Get the audience to sing 'America' or 'The Star-Spangled Banner.' That will give me a few minutes to think, and I will see what can be done." Under the inspiration of the music the answer to the problem flashed into her mind: "Woman is the missing link in our government. I'll give them a suffrage speech along that line." Shaw later recalled:

> When the song ended I began my part of the entertainment with a portion of my lecture on "The Fate of Republics," tracing their growth and decay, and pointing out that what our republic needed to give it a stable government was the missing link of woman suffrage. I got along admirably, for every five minutes I mentioned, "the missing link," and the audience sat content and apparently interested, while the members of the committee burst into bloom on the platform.[11]

Shaw's extremely facile mind could grasp and analyze ideas quickly. This mental nimbleness made her deadly at the clever retort in heckling situations. At Wichita an antisuffragist informed her that suffrage was

bad because her husband had voted for her. Shaw promptly replied that she didn't believe it, as no man could vote for another and himself too. Turning her attention to another antisuffragist who contended she controlled her husband's vote, Dr. Shaw said she doubted that also, as no woman who had a fool for a husband would mention it.[12] The crowd was delighted. Shaw was so deft at repartee and retort that no heckler stood a chance with her, especially the male animal whom she could needle so effectively. The instant a heckler started, her mind alertly prepared to hurl back a smart repartee, a clever answer, or withering retort.

Dr. Shaw's extemporaneous style fostered bad grammar and awkward sentence structure. She was quick to admit this herself, writing Lucy Anthony:

> When I began to preach one of the objections to me was my good grammar. One man said the Lord didn't care for it but I told him I did not believe the Lord objected to it. I am like the Lord in that, and I wish mine were as good as it used to be but extemporaneous speaking is as bad for grammar as taking lectures in shorthand is for writing and spelling.[13]

Shaw's speeches are characterized by long and overloaded sentences. Some sentences cover a page or more of manuscript and are extremely loose in construction. No doubt some of this stylistic roughness can be attributed to stenographic inadequacies, for Shaw's rapid fire style of delivery was difficult to record. One stenographer remarked he would as soon take "chain lightning" as to report Dr. Shaw. It is apparent from the original manuscripts that stenographers sometimes could not keep up and began to string passages together in a meaningless construction. Several copies, made by different stenographers, exist of some of Shaw's speeches. Collation shows that these texts are almost identical and likely to be reasonably authentic. Yet the style of even these speeches is characterized by an unpolished roughness.

Shaw used many parenthetic expressions and excess verbiage, frequently using such expressions as "Now" to begin a sentence. The principle of economy is never apparent in her speeches. In order to make the texts read well, one would have to make many deletions and substitutions.

No doubt certain poorly structured, complicated, and ungrammatical sentences found in some of Shaw's speech texts are the result of stenographic inability. But numerous grammatical errors are clearly Shaw's. She was especially guilty of using a singular pronoun with a plural antecedent, such as "women" and "her." Another example is her frequent misuse of the past tense, as in the following: "She said, 'Well, you are my right-hand man. That is what right bower means, isn't it?' And this orthodox minister had to explain to her Quaker friend [Susan Anthony] what a right bower was." Usually, someone who tried to emend the extant texts crossed out the "was" in such a sentence and replaced it with "is."

The language of Dr. Shaw's speeches is that of a debater—vigorous, hard-hitting, and somewhat commonplace. She characteristically employed verbal thrusts and parries. The following excerpt from a New York State campaign speech exemplifies her style:

> I had a friend and I asked her to time herself when going to vote,—and she did so. She lived in Wyoming. It was a presidential election, when the ballots are larger than usual. I have a ballot

> at home which was cast in Nebraska this year, and it is nine feet and two inches long! I don't know whether my friend's ballot was as long as that or not. She got up in the morning and did her household work, put her baby to sleep, and he went to sleep, (even boy babies do sometimes) and then she started for the polls and stopped on her way to buy a yeast cake, and she was absent from the bosom of her family twenty long minutes, and she recognized her home when she got back. And the baby had not wakened while she was gone, and she had left her bread waiting for this yeast cake, and it was the best batch of bread she ever made in her life,—that is, I am sure it was. I never heard anything about it. If it had not been, if anything had happened to that batch of bread through that yeast cake when the woman came home from voting, what a placard that would have made in your street car! "Women can't bake bread after they begin to vote!" And the *Ladies Home Journal* would have had it on the outside page! But the bread came out all right, the baby came out all right, and the husband came home all right at lunch and recognized his wife. Voting had not changed her in the least.[14]

This style of address, coupled with her personal dynamism, served Shaw well, for it held the attention of all kinds of listeners. There never was a dull moment when Anna Howard Shaw was on the platform.

The foremost quality of Shaw's speeches is movement and energy. Her thoughts march along in rapid fire order. When reading her speech texts, one finds himself reading at a breathless pace; a slight feeling of exhaustion is experienced at the end. The listener no doubt felt the same way as he listened to her dynamic delivery and her energetic language. It is unlikely that his attention ever wavered.

Some of Shaw's speeches form a closely knit, unified whole, while many others simply covered the "waterfront." Her campaign speeches ran in excess of an hour and seem to have covered the whole suffrage question. Her listeners were dissatisfied unless they heard her views on all leading issues. It was said at the National Suffrage Headquarters that Shaw's speeches had to be "stem-winders," covering every issue. She was never permitted to make a perfunctory, five-minute talk from the end of a railway car and call it a speech.[15] Her annual presidential addresses also covered a wide variety of topics. The occasion seemed to demand a narration of the year's happenings, a discussion of leading issues and arguments, and a pep talk to association members—which they frequently needed so desperately.

Shaw's speeches contain few special rhetorical devices. Figures of speech occur occasionally but carefully contrived sentences are non-existent. However, she made frequent use of Biblical and deistic references and all kinds of illustrations.

Shaw's theological background is apparent in most of her speeches. She cited Biblical quotations, made allusions to Biblical characters, and often incorporated Biblical phraseology. In addressing her colleagues, Dr. Shaw sought to create the image of a reformer as a missionary carrying out a divine plan, and since the woman reformer is doing divine service she ought to go forward with great zeal.

Illustrations, mostly personal anecdotes, abound in Shaw's speeches. Due to her many and varied experiences, she had a good story for every occasion. Of course, certain illustrations found their way into many different speeches over a period of years. When she found a story which illustrated a point especially well, she used that illustration repeatedly. A good ex-

ample is the narrative of a New Jersey anti-suffragist who followed Shaw on a western speaking tour and who, according to Shaw, had statistics to prove that suffragists would vote dry states wet and wet states dry. Shaw used this story as an example of how the antisuffragists were able to juggle statistics. Such exposing of arguments was one of her main lines of attack against the anti forces.

Running throughout Shaw's speeches is a rare sense of humor. Anecdotes, odd conceits, wit, and amusing comparisons abound in her campaign addresses. Early in her career she was prone to sarcasm but later she sweetened her satire and modified it with a gracious smile. Carrie Chapman Catt, in her eulogy of Dr. Shaw, said:

> With her cutting ridicule and biting sarcasm she could cut intolerance wide open until its fallacies lay bare for all to see. But as the cause gained she put aside this ridicule and sarcasm and assumed a gentler and sunnier humor.[16]

A genial warmth and glow usually pervaded Shaw's speeches. Instead of scolding man for his shortcomings, she poked fun at him in a manner that made him laugh with her. Even the man who quivered under her blows, usually smiled, applauded, and admired. A Topeka paper reported during the 1912 Kansas campaign that although Shaw's address was replete with apt stories and raillery, it was "entirely without bitterness or rancor."[17] *The Toronto Empire* noted, "It is impossible to accuse her of either rant or tirade; her speech has force and definiteness, yet always a touch of quiet humor that keeps even the crustiest audience on pleasant terms with the speaker.[18]

Newspapers, in reporting Shaw's speeches, as a rule noted the crispness of her logic, but then called special attention to her sense of humor. A Nebraska paper asserted, "Greater entertainment is seldom enjoyed than that derived from the address of the Rev. Anna Howard Shaw."[19] A New York State newspaper reported: "Miss Shaw has a face that prophecies [sic] mirth. One expects to laugh with her—and one lives up to one's expectations."[20]

Dr. Shaw's sense of humor was one of her most important personal attributes. Elizabeth Jordan, who collaborated with Shaw on *The Story of a Pioneer*, makes this point explicit:

> I have always felt that one of the big secrets of her success was her sense of humor. It was unique. It was inexhaustible. It was inevitably kindly, and it was highly contagious. She saw humor in situations that would have wrecked the nerves of others. She made her associates see it. Again and again it saved situations for her. In her pioneer days it carried her through hardships few women could have borne. In her later days it carried her through the inevitable frictions and rivalries and misunderstandings attending public work. No one could look on, stolid and unresponsive, when Anna Howard Shaw threw back her head and laughed.[21]

Shaw's infectious humor was an important good will device in her speeches. It was one of her most important avenues to persuasion.

None of Shaw's speeches demonstrate great literary genius. Her inspired eulogy at the Memorial Services of Susan Anthony, "All Absorbing Love," reaches toward the sublime. Her famous sermon, "The Heavenly Vision," also has elements of sublimity (even though it is not an especially effective sermon), as does her "Farewell Address" in 1915 upon retiring from the presidency of the National American Woman Suffrage Association. Yet even these speeches

certainly never approach the literary quality of which Elizabeth Cady Stanton was capable.

Nevertheless, Dr. Shaw, according to the testimony of friend and foe, was the greatest orator of the suffrage movement. Carrie Chapman [Catt], herself a capable public speaker, called Shaw "the greatest orator produced among women in all ages."[22] And quite a few years later, after friction had developed between the two women, Mrs. Catt still wrote that Dr. Shaw "stood unchallenged throughout her career as the greatest orator among women the world has ever known . . ."[23] Even Abigail Scott Duniway of Oregon, one of Shaw's bitterest critics, called Dr. Shaw "an oratorical genius of the highest order."[24]

In searching for stylistic sources of Shaw's speech effectiveness, as apart from her ideas and argument, it can be concluded that the energy and movement of her speeches were most effective. Second, she blended a sunny sense of humor with her argument and refutation which won the good will of her listeners. Third, she was able to make her ideas especially vivid with apt and oftentimes colorful stories. Dr. Shaw was an excellent story teller; her narrative sparkled with imagination and expressiveness.

Most of Shaw's speeches can scarcely be termed great orations, but can more accurately be characterized as the speeches of a skilled debater. Sublimity doubtlessly lay in her heart but not in her style.

FOOTNOTES

1 Dr. Shaw served as chairman of the Woman's Committee of the National Council of Defense from its inception to its termination at the end of the war.

2 Anna Howard Shaw, *The Story of a Pioneer* (New York: Harper and Brothers Publishers, 1915), p. 196.

3 February 9, 1892.

4 Ida Husted Harper, Unpublished biography of Anna Howard Shaw, p. 68. Shaw Papers: Radcliffe Women's Archives. The original copy of this MS is found in the Michigan Historical Collections, University of Michigan, Ann Arbor.

5 See clipping in folder No. 24, Shaw Papers. RWA. In later years, chiefly by dictating to her private secretary, Dr. Shaw authored numerous periodical articles. Most of them were published by *Trend* magazine, with a few by *McCall's*, and the *Annals of the American Academy of Political and Social Science*. During the World War, she even agreed to write a series of monthly articles for the *Ladies Home Journal* on woman's role in the war.

6 *The Woman's Journal*, Dec. 25, 1915.

7 See Wilmer Albert Linkugel, *The Speeches of Anna Howard Shaw, Collected and Edited, With Introduction and Notes*, unpublished doctoral dissertation, University of Wisconsin, 1960, Volume II.

8 Letter from Shaw to Lucy Anthony, Silver Creek, Pa., Nov. 16, 1892. RWA.

9 Shaw, pp. 98-102.

10 Letter from Shaw to Lucy Anthony, Dec. 19, 1899. RWA.

11 Shaw, pp. 165-167.

12 *Wichita Eagle*, Oct. 24, 1912.

13 Shaw could not spell very well either. Humorous stories exist about her spelling ability. Despite the fact Shaw held three degrees, she was a poor speller and used to laugh about the fact as much as anyone. Caroline Reilly relates the following incident: "She once declared that she wanted to put up a sign on her desk stating that she wanted all paraphernalia left in its place. 'Who is going to write the sign?' I asked her slyly. 'I am,' she promptly replied. 'How are you going to spell paraphernalia?' I demanded. All the wind was taken out of the famous leader's sails. 'I don't know,' she murmured, and

slumped down in her chair. Nothing more was said about the sign."

14 Shaw, "A Republican Form of Government," in Linkugel, Vol. II, pp. 302-352.

15 Clipping from an unidentified New York Newspaper, Shaw Scrapbooks. RWA.

16 Catt Papers: RWA.

17 *The Topeka Daily State Journal*, Oct. 2, 1912.

18 *The Toronto Empire*, as quoted by a lecture brochure, Shaw Papers. RWA.

19 *Nebraska State Journal*, Oct. 2, 1906.

20 *Oswego Daily Times*, Oct. 29, 1901.

21 Elizabeth Jordan, *The Speaker*, a typewritten manuscript in Shaw Papers. RWA.

22 Letter from Carrie Chapman [Catt] to Shaw, Feb. 14, 1897. RWA.

23 Carrie Chapman Catt and Nettie Rogers Shuler, *Woman Suffrage and Politics* (New York: Charles Scribner's Sons, 1926), p. 268.

24 Abigail Scott Duniway, *Path Breaking* (Portland, Oregon: James, Kerns & Abbot Company, 1914), p. 221.

DON'T FORGET

APRIL 6-7, 1962

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ANNUAL CSSA CONVENTION

Development of a Measure of Self-Esteem In Public Speaking

Robert C. Henderhan and Wallace C. Fotheringham

A test of self-esteem, specific to the classroom public speaking situation, is described. Procedures used in its development, administration, and analysis are presented. Test characteristics of reliability, validity, homogeneity, and economy are discussed.

In the past decade an increasing amount of research has been devoted to that aspect of personality called self-esteem.[1,2,3,4,5,7,9] Although various terms have been used to describe the phenomenon of situational self-esteem, studies have had one common purpose—to investigate the manner in which an individual perceives himself situationally.

It was the purpose of this study to develop a measure of an individual's self-esteem in the public speaking situation. Self-esteem was operationally defined as the similarity between the individual's conception of ideal and his expected behavior in speaking situations where stress is high.

I. Development of the Measure

Selection of the Item Stems (Situations). In order to assess the similarity between an individual's conception of ideal and expected behavior, hypothetical stress situations were described which would afford the subject a tangible construct that could be readily evaluated.

These situations were obtained from 16 experienced speech instructors. They were asked to describe three stress experiences which they had observed in classroom public speaking situations. These experiences were to be applicable to the student and should require definite, overt action on the part of the speaker. Forty situational experiences, satisfying these criteria, were obtained. With respect to these, the subjects could provide two judgments: (1) his opinion of the ideal reaction to the situation, and (2) the reaction he would expect himself to make if faced with the situation.

Development of item responses. Ideal and expected reactions to the 40 stress situations were obtained from 128 students enrolled in an introductory public speaking course. The procedure used was: (1) one-half of the students (64) were asked to write below each described situation a statement of an ideal reaction to that situation, (2) the same set of situations was presented to the other half of the sample. These students were asked to describe the behavior they would expect of themselves in each situation.

The content or behavior described in the statements, for each situation, was examined; statements of similar content were grouped. Tabulations were

Robert C. Henderhan (M.A., Ohio State University, 1960) is Instructor in Speech at the University of Delaware.

Wallace C. Fotheringham (Ph.D., Ohio State University, 1951) is Associate Professor of Speech at Ohio State University.

made to determine for each situation: (1) the most frequently occurring statement of ideal behavior, (2) the second most frequent ideal reaction, (3) the most frequent statement of expected behavior, and (4) the second most frequent expected reaction. For each of the 40 stress situations these four responses were selected as alternatives in building multiple choice test items. The alternatives were randomized. An example of a complete item is the following:

> While you are in the process of making a speech to your class, a late-arriving student enters the room and remains standing by the door rather than seating himself:
> A. Ignore him.
> B. Stop your speech and ask the student to be seated.
> C. Continue your speech but catch his eye and motion for him to sit down.
> D. Make a friendly remark asking the student to join the group.

II. Administration of the Measure

A sample of 80 undergraduates in an introductory public speaking course was given the test. The test was given during the first week of classes to reduce the effects of course instruction on choices.

Instructions were divided into two parts. First, the subjects were asked to check their choice of the most ideal response to the situations described in the items. Following this, the answer sheets were collected and new ones distributed. Second, subjects were asked to check the response most likely to be their actual behavior in these situations.

In scoring the test, each person's choice of ideal behavior was compared with his choice of expected behavior. If the choices were the same (i.e., if he felt he would do what he ideally should do), he was given a score of one for that item. If the choices failed to coincide, he was given a score of zero. Each student's scores were summed for the whole test. By definition, the higher scores indicated a higher degree of self-esteem and the lower scores indicated low self-esteem.

III. Analysis of the Test

The Split-Half Product-Moment Correlation yielded a reliability coefficient of .76 which increased to .83 when corrected for length. Validation of the measure was attempted by the development of explanatory constructs to account in some degree for performance on the measure. Research has indicated the presence of a high relationship between an individual's situational self-esteem and (1) his feelings of anxiety, and (2) his attitude toward the situation.

Because of this evidence, it was hypothesized that: (1) Self-esteem and anxiety would be negatively related and (2) that self-esteem and attitude toward speech situations would be positively related.

The measuring instruments used in substantiating these constructs were the Taylor Manifest Anxiety Scale[10] and the Knower Speech Attitude Scale.[8] Correlations of the present measure with the anxiety and attitude scales yielded coefficients of —.51 and .58 respectively. In addition to the relatively satisfactory indices of reliability and validity, the test appeared to possess other desirable characteristics such as ease of administration and scoring economy.

IV. Analysis of Items

Two purposes were involved in analyzing the items. First, information from item analysis would provide a basis for the improve-

ment or removal of invalid or non-discriminating items. Secondly, it was desirable to appraise the homogeneity of the test. Since the test's purpose was to assess a particular personality component, it was hoped that it would have a high degree of homogeneity.[6]

Item analysis involved the computation of item difficulty and validity coefficients in the form of item-test correlations. The results yielded several observations. Item difficulty fell generally between .40 and .60 for most items. Although the nature of the test does not allow these figures to imply item difficulty in the strict sense, they indicate nevertheless that the discriminatory power of most items was approaching a maximum.

The second major observation is one concerning the use of the four choices under each item-stem. It has been theorized in constructing this measure that (1) most subjects would recognize the choices of ideal and expected behavior, and (2) the high and low self-esteem groups would respond to these choices differently. Theoretically, the person with high self-esteem should select the best ideal choice in judging ideal behavior, and should repeat this response in judging his expected behavior. Conversely, the person with low self-esteem should recognize and select the ideal choice, but should record a different response for his choice representing expected behavior.

The data seem to support this hypothesis. The 40 validity coefficients are all positive, ranging from .25 to .78. When these were normalized through the use of z_r transformations, an average validity coefficient of .48 was obtained.

The third observation is that the validity coefficients seem to reveal clusters of items that seem to "hang" together. For example, there are eight items with validity coefficients of .60 or above. Conversely, there are six items that cluster at .30 or below. These two groups seem to generally separate themselves from the middle items. These clusters are important to this study since they seem to indicate that more than one characteristic may be under measurement. Since the purpose of the measure was to assess only one personality characteristic, it was hoped that homogeneity of items would exist. In cases where a high degree of homogeneity is desired to assess a single characteristic, some step should be taken to divide the measure into subtests, each of greater homogeneity. The method employed for this purpose was the Wherry-Gaylord procedure for iterative item analysis.[11]

> The procedure calls for the selection of a group of the most discriminatory items and using them as a criterion variable on the basis of which to compute new discrimination indices for all items. The process is repeated until the items identified as the most discriminative change very little with repetition of the process.

Three repetitions of this process tended to pull all but four items into a homogeneous cluster.

V. Conclusions

The results of the preceding analyses tend to sustain the following conclusions. A satisfactory measure of self-esteem, specific to the classroom public speaking situation, was developed. Its reliability, validity, and economy support its use as an aid to teaching and research in introductory public speaking programs. The methodology by which the test was developed

seems to be applicable to other public speaking situations and groups such as high school classes and adult groups.

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Professor Kim Giffin, University of Kansas, is arranging a sectional program for the S.A.A. Convention at Denver in August, 1963, sponsored by the Discussion and Group Methods Interest Group. It is to be a "Debut" program, composed of papers by scholars who have not previously appeared on any S.A.A. convention program.

The deadline for submission of papers for consideration for this Debut program is July 1, 1962. Papers submitted will be evaluated and final choices announced next fall, prior to the December, 1962, meeting.

Interested contributors should send their papers to Professor Giffin, Department of Speech and Drama, University of Kansas, Lawrence, Kansas.

Tom Paine: Eloquent Defender of Louis XVI

Donald W. Zacharias

This analysis of Paine's rhetoric concentrates on the dilemma of a propagrandist for the French Revolution trapped in a maze of political and moral distractions.

Obstinate debater of the White Hart Tavern and frequent recipient of the Headstrong Book, Tom Paine learned early in his rhetorical training to maintain his opinions "with ardour, elegance, and argument."[1] Although categorized as "no public speaker" by the nineteenth century standards of his contemporary biographer and friend, Thomas Clio Rickman, he used every appeal that "anecdote, novelty and truth" could give his conversation.[2] William Godwin agreed with Rickman that "Paine, in his general habits, is no great talker."[3] Despite his shortcomings in delivery, the "Prince of Pamphleteers" composed one of the most daring speeches translated and read before the French Convention during the trial of Louis XVI.

In 1787, following his famous role as a propagandist in the American Revolution, Tom Paine left the newly independent country, stopped briefly in France to visit Lafayette and other leaders of the French Revolution, and then returned to England, spending his time there in "philosophical leisure and enjoyment."[4] Although *Common Sense* and *The American Crisis* were translated and widely circulated in France, their author played only a minor role in governmental affairs in Paris until Edmund Burke's famous denunciation of the Revolution in 1790. Renewing his vigorous attacks upon monarchial governments, Paine refuted Burke's arguments with *The Rights of Man* and joined with other English personalities such as Horne Tooke, Thomas Clio Rickman, William Blake, and Mary Wollstonecraft in upholding the rights of the French common people.[5]

While the British Tories "hunted him in packs" for writing seditious literature, the French Convention rewarded him with citizenship in the new republic.[6] On September 6, 1792, his defense of the Revolution, his friendship with Antoine Condorcet and Madame Roland, and his success in America won him a seat in the French Convention as a representative from Pas de Calais. A week later, after delivering an inflammatory speech to the Friends of Liberty, the fifty-five year old friend of revolutions departed for Paris to take his place in the French assembly.

When "it was as unusual to hear English spoken in Paris as it is now to hear Arabic," Paine served with Sièyes, Brissot, Pétion, Vergniaud, Gensonne, Barère, Danton, and Condorcet on a committee to frame a new constitution.[7] In October, he wrote an address for Brissot's *Le Patriote Francais*, arguing the fallacies of royalism. This work earned him the dignity of *Citoyen Francais*. In addition, he furnished Lafayette with much of his "revolutionary rhetoric,"

Donald W. Zacharias (M.A., Indiana University, 1959) is a Teaching Associate at Indiana University.

contributed to the *Monthly Review* of the Girondists and to the *Chronique de Paris,* and wrote a series of articles in defense of representative government which Condorcet translated.[8] During the height of the republican spirit, his fellow deputies from Calais selected him to write a letter to the Convention congratulating it upon the abolition of the monarchy.[9]

On November 20, the members of the assembly heard a translation of Paine's "On the Propriety of Bringing Louis XVI to Trial." Greatly impressed by his arguments against monarchial governments, they ordered the address printed and circulated throughout the country.[10] After the trial began, Paine submitted another address on January 15, 1793, explaining the "Reasons for Preserving the Life of Louis Capet." This indefatigable activity in the governing assembly of France can only cause the reader to ask, "What more would a knowledge of French have permitted Paine to do?"

Since the infamous massacres in September, 1792, Paine had witnessed constant unrest and agitation in Paris. Widowed and maimed victims daily denounced the king within view of the Convention. The Jacobins had closed the Theatre de la Nation where *Friend of the Law,* a play by Loya, laid bare all the "ugliness of the trial."[11] Discontent bred discontent. From England, Samuel Romilly, a prominent advocate of reform, wrote a French friend that "one might as well think of establishing a republic of tigers in some forest of Africa as of maintaining a free government among such monsters."[12]

In this setting, Paine found one final opportunity to display his power of persuasion to the French. He reached the climax of his career in the Convention during the hours of debate over the feasibility of granting respite to Louis Capet — already sentenced to death on the guillotine.

The deputies convened on January 19, 1793, to cast their last votes deciding the fate of Louis' request for respite. The popularity of this spectacle forced the government to move the proceedings to the *Salle des Machines* in the Pavillion de Flores.[13] There the approaches to the interior of the grand hall "seemed rather arranged for an execution than a judgment."[14] The people of Paris, "anxious for the termination of this abominable trial," stood throughout the streets awaiting the verdict.[15] Cannoniers "with lighted match seemed to watch at the two principal entrances, less to intimidate the people than to turn the guns against the Hall" if the fatal sentence were not upheld.[16]

A speaker on the tribune within the hall faced even greater obstacles. In the galleries, the servants rushed about with salvers of ices, oranges, and sweetmeats, "serving the privileged persons, 'D'Orleans Egalite's mistresses,' or other high-dizened women of condition, rustling with laces and tricolor."[17] The dusky lamp light of the Saturday session dramatized the phantoms of the Convention who rose to address the assembly. The continual motion of the people throughout the hall harassed every orator and limited all persuasion. Only the appearance of Robespierre; Vergniaud, president of the assembly; or Paine could win the attention of these sans-culottes.

Near midnight, the Thetford Quaker mounted the tribune, took his place beside Bancal, his translator, and faced nearly seven hundred government officials, whose language he could not

speak, in order to defend a king whose monarchy he despised.[18]

Paine relied upon ethical proof to gain and maintain the attention of the assembly. Recently outlawed by the British government for his publication of *The Rights of Man*, he knew the Jacobins could not accuse him of supporting monarchy, nor could they deny him the prerogative as a deputy of addressing the assembly.[19] In an earlier address, he reinforced his world fame as a revolutionist by calling the king a "political superfluity" and a "grievous burden." The assembly also had heard him denounce spending "thirty millions . . . to support a king in the eclat of stupid brutal luxury."[20]

Within the speech, he attempted to increase his personal prestige by reminding the audience of his role in the American Revolution and by referring to his twenty years as a friend of freedom. Hoping to demonstrate his unselfishness, he told the Convention that his interest in the welfare of France had been transformed into concern for her honor. As an ultimate plea to the audience, he claimed to be asking respite for Louis Capet on behalf of all the American people.

Contemporary reports of the hearing show that Paine succeeded, perhaps too well, in arousing audience interest. His appearance at the tribune evoked one of the most exciting demonstrations of the trial. Bancal had read only one sentence when Jean-Paul Marat, a vociferous Jacobin leader, interrupted. "I deny Thomas Paine the right to vote on this question," he yelled. "As a Quaker, his religious principles are opposed to the death penalty."[21] Determined to stop the reading of the speech, Marat chose to forget that Robespierre, a fellow Jacobin, had delivered an oration against capital punishment to the Convention in December.[22] Since Paine openly opposed the death penalty, the Mountain (Jacobins) could not allow the assembly to hear the arguments of such an effective persuader. They resolved to make him "an object of hatred among the most violent actors in the revolution."[23] Paine's popularity and display of courage, however, momentarily offset the charges of Marat and evoked cries of "Free speech!" from the audience.

Bancal resumed reading while Paine witnessed the effect of his words upon the deputies. The translator shouted to project the address above the murmur and derision echoing through the chamber. As Bancal began the final plea, Thuriot sprang to his feet with the next Jacobin complaint. "This is not the language of Thomas Paine," he proclaimed.[24] Marat took up the charge and mounted the tribune to check the translation. With great bombast, he feigned protection of Paine from an inaccurate translation. Marat insisted upon comparing the translation with the original manuscript held by Paine. This display of statesmanship was unnecessary, for Paine had correctly anticipated the tactics of his opponents. Garran, who had read the speech before the session began, verified the translation.

While the Mountain planned more harassment, Bancal concluded the speech. Again Marat rushed into the middle of the chamber in an attempt to offset the effectiveness of Paine's personal appeal. "Paine's reason for voting against the death penalty," he repeated, "is that he is a Quaker."[25] Aroused by this outburst, Paine answered, "I voted against it both morally and politically."[26]

Despite frequent interruptions

by his enemies, Paine succeeded in expressing his views on granting Louis Capet respite by relying upon ethical proof. His bold opposition to the fanatical demands for a beheading won the respect of the audience, whereas a man with less prestige would have been shouted down after the first sentence.

Paine argued effectively, using logical proof. In a speech of eight hundred words, he employed inductive reasoning to show the disadvantages of executing the king. After describing the financial crisis of the republic, he explained that the United States was France's sole ally and only source of financial aid since all the kingdoms of northern Europe were waging war against her or soon would be. The execution of Louis Capet, he said, would alienate American assistance.

Subsequent events demonstrated the validity of his assertion. War with England and crucial financial problems sent Citizen Genêt on his disastrous diplomatic mission to procure money, men, and ships from the United States. Genêt became an unwelcome guest. Although an early friend of the French, by 1793 George Washington saw little affinity between the American and French Revolution.[27] The excesses of the Revolution aroused popular resentment in America.

Paine warned the deputies that regicide would inflame British royalty. He knew well the attitude of England toward the Revolution. Tried *in absentia* for his writings defending the new French government, he had felt the extremes of the Tory defense of monarchy. He and Jacques Brissot, a fellow deputy, feared that the execution of Louis would give the English Tories a pretext for declaring war on France. "Let them be prevented from passing that sentence of death," Charles James Fox said, "and I will be answerable to you that there will be no war. . . . The enemies of France in the cabinet at St. James want only that death to bring about a declaration of war."[28]

Paine also opposed the execution because he believed that royalty could not be eliminated from the country by simply killing the king. Although he did not develop the argument in this speech, he had stated his position to the assembly on January 15. At that time, he told the deputies that England failed to destroy the Stuarts by beheading Charles I, for within a few years Charles II was on the throne. England, he argued, finally destroyed the Stuart family by banishment. He concluded, therefore, that the most practicable solution to the problem of ridding the country of Louis was imprisonment during the war and banishment to the United States afterward.[29]

Paine's arguments were accurate predictions of the effects of regicide, but the Convention was under the persuasion of mob sentiment demanding an execution. His reasoning was too radical for England and too conservative for France.

Emotional appeals in the exordium and the peroration increased the effectiveness of his arguments. Attempting to force his audience to think about the future of France, Paine named liberty and humanity as the two principles which tend to insure the grandeur of a nation. This appeal to destiny, however, failed to restrain the sanguinary sentiments of the crowd. Paine's strongest emotional appeal came in the conclusion. "Do not," he said, "bestow upon the English tyrant the satisfaction of learning that the man who helped

America, the land of my love, to burst her fetters, has died on the scaffold."[30] The scarcity of emotional appeals represents a departure from Paine's usual method of argument. Apparently he believed that a dispassionate speech would be more effective in changing the attitude of a revengeful assembly.

Like all of Paine's writing, the style of this speech was marked by "candour, simplicity, and clarity."[31] In contrast to most of his other works, he used few rhetorical devices to give his sentences maximum effectiveness. Written in a plain style, the speech is "as clear and as simple as the first rule in arithmetic."[32]

The address produced two reactions: it won Paine Girondist admirers and allied the Jacobins against him. A witness of the Revolution wrote, ". . . it must be recorded, to the eternal shame of this Assembly, that *Thomas Paine*, who had long wandered in the fanaticism of the most violent democratic principles, proved himself the wisest, the most humane, the boldest, in a word, the most innocent among them."[33] Mirabeau, a sympathizer with the king, described Paine as "a man of talent, full of imagination, gifted with popular eloquence," who ". . . wielded, not without skill, the weapon of Irony."[34]

On the attitude of the Jacobins, Paine wrote that his defense of Louis Capet "fixed a mark" upon him and prohibited his friends from utilizing any of his writings in the Convention. "As for myself," he said, "I used to find some relief by walking alone in the garden . . . and cursing with hearty good will the authors of that terrible system that turned the character of the revolution."[35]

The Convention ignored the appeals of Paine and ordered, by a vote of 380-310, that the king be executed immediately. Less than twenty-four hours later, the guillotine ended the life of Louis Capet.

Considered in his role as a deputy to the French Convention, Tom Paine merits C. E. Merriam's evaluation that "few political writers have had a more perfect mastery of the art of popular persuasion."[36] In taking a bold and dangerous share in the proceedings, he advocated forceful arguments for the preservation of Louis Capet's life—not to save a king, but to perpetuate the Revolution. His reasoning, translated and delivered to the assembly, accurately foretold the consequences of regicide. In the Convention, he skillfully applied the Aristotelian maxim, "Think like the wise, and speak like the common people."[37]

FOOTNOTES

1. An early form of a traveling trophy, the Headstrong Book was a copy of Homer given to the "most obstinate haranguer" during the evening disputations at the White Hart Tavern. Thomas C. Rickman, *The Life of Thomas Paine* (London, 1819), p. 38. See Harry H. Clark, *Thomas Paine* (New York, 1944), pp. cxxv-cli, for a selected bibliography on Paine.
2. Rickman, p. xv.
3. *Memoirs of Mary Wollstonecraft*, ed. W. Clark Durant (New York, 1927), p. 63.
4. Rickman, p. 100.
5. *Ibid.*, p. 100-101.
6. He shared the honor with men like Jeremy Bentham, William Wilberforce, George Washington, Alexander Hamilton, James Madison, and Benjamin Franklin. E. B. Washburn, "Thomas Paine and the French Revolution," *Scribner's Monthly*, XX (September 1880), 772-773.
7. *Ibid.*, 776. The committee framed the constitution during the winter though the opposition of the Jacobins kept it from being adopted

until June. The constitution never came into operation.

8. Frederick Sheldon, "Tom Paine in England and in France," *Atlantic Monthly*, IV (December 1859), 700.
9. Moncure D. Conway, *The Life of Thomas Paine* (New York, 1893), II, 356-365.
10. Sheldon, IV, 703. For an account of the trial, see *The Trial at Large of Louis XVI Late King of France* (London, n.d.).
11. Edmond Bire, *The Diary of a Citizen of Paris during 'The Terror,'* trans. John De Villiers (London, 1896), p. 249.
12. *The Life of Sir Samuel Romilly*, ed. his sons (London, 1842), I, 351.
13. Washburne, XX, 778.
14. Alphonse De Lamartine, *History of the Girondists; or, Personal Memoirs of the Patriots of the French Revolution*, trans. H. T. Ryde (London, 1847), II, 333.
15. Grace D. Elliott, *During the Reign of Terror, Journal of My Life during the French Revolution*, trans. E. Jules Meras (London, 1910), p. 131.
16. De Lamartine, II, 333.
17. Thomas Carlyle, *The French Revolution* (London, 1904), III, 120. De Lamartine, II, 334-335.
18. A close friend of Benjamin Franklin, Bancal spoke English fluently. Rickman, p. 131. Rickman's account of Paine's physical appearance described him as "about five feet ten inches high; and rather athletic; he was broad shouldered, and latterly stooped a little." *Ibid.*, p. xv.
19. Paine's trial in England is recorded in *The Speeches of the Hon. Thomas Erskine*, collected by James Ridgway (London, 1813), II, 1-182.
20. *The Political Writings of Thomas Paine* (Charlestown, Mass., 1824), II, 396.
21. Philip Joseph Benjamin Buchez et Prosper Charles Roux, *Histoire Parlementaire de La Revolution Francaise* (Paris, 1836), XXIII-XXIV, 246-249. *Convention Nationale No. 125 Journal* (January 19, 1793), January 1793, 273.
22. On this occasion, Robespierre voted for the death penalty. A. F. Bertrand De Moleville, *Annals of the French Revolution*, trans. R. C. Dallas (London, 1802), VIII, 205.
23. W. T. Sherwin, *Memoirs of the Life of Thomas Paine* (London, 1819), p. 142.
24. *Convention Nationale No. 125 Journal*, January, 1793, 275.
25. Buchez et Roux, XXIII-XXIV, 248-249.
26. *The Life and Works of Thomas Paine*, ed. William M. Van der Weyde (New Rochelle, N. Y., 1925), VII, 313.
27. Charles D. Hazen, *Contemporary American Opinion of the French Revolution* (Baltimore, 1897), p. 11.
28. *Jacques Pierre Brissot, Deputy of Eure and Loire, to his Constituents on the Situation of the National Convention* (London, 1794), p. 64.
29. Paine had discussed the plan of banishment with Gouverneur Morris, United States ambassador to France, as early as December, 1792. Gouverneur Morris, *A Diary of the French Revolution* (Boston, 1939), II, 594.
30. Van der Weyde, VII, 313.
31. Harry H. Clark, "Thomas Paine's Theories of Rhetoric," *Transactions of the Wisconsin Academy of Sciences, Arts and Letters*, XXVIII (1933), 315-335.
32. William Hazlitt, *Lectures on English Poets and the Spirit of the Age* (London, 1919), p. 317. When Paine was writing a new work, he "used to walk out, compose a sentence or paragraph in his head, come home and write it down, and never altered it afterwards." *The Complete Works of William Hazlitt*, ed. P. P. Howe (London, 1931), XII, 275.
33. De Moleville, VIII, 393-394.
34. Pierre E. Dumont, *Recollections of Mirabeau* (Philadelphia, 1833), p. 277.
35. Quoted in Sherwin, p. 147.
36. "The Political Theories of Thomas Paine," *Political Science Quarterly*, XIV (September 1889), 402.
37. Quoted in Sheldon, IV, 694. Roger Ascham, *Toxophilus* (1545), p. 18, repeated the advice: "Speake as the common people do, thinke as wise men do."

Program of the 1962 Convention of the Central States Speech Association

Sherman Hotel - April 6-7, 1962 - Chicago, Illinois

PAPERS AND PANELS

FRIDAY MORNING, APRIL 6

Public Address

"RESEARCH IN FOREIGN PUBLIC ADDRESS"

10:30-12:15, Orchid Room

Chairman: E. G. BORMANN, *University of Minnesota*

"British Public Address." LOREN REID, *University of Missouri.*

In this paper Professor Reid reviews the studies in British public address that have been supervised by graduate departments of speech in this country, and describes typical studies now in progress. He also comments on studies now under way or projected by British scholars in parliamentary history.

"Public Address of India." BRIAN JACQUES, *University of Michigan.*

Research in the public address of India has in the past, been neglected probably for two major reasons, 1. The language problem, and 2. Lack of familiarity with the Indian scene. Neither of these reasons are today really valid. The language problem is not serious. Indian leaders use the English tongue as the unifying language amidst the 250 languages and dialects of India today. India is no longer an isolated "far off" country. Through the United Nations she has emerged an important and influential leader in the "non committed" world. It is therefore, not only desirable, but essential that the West understand the drives of the average Indian, and the manner in which these drives and desires are articulated by India's leaders. Here a new, broad, and challenging field of research opens to the rhetorician desirous of launching forth into new and untried endeavors.

"German Public Address." CHARLES F. SIDMAN, *University of Kansas.*

Rhetoric as an important factor influencing historical events has been the subject of numerous studies. In these studies rhetoric has usually been portrayed in its positive form. Another form of rhetorical research which has been largely ignored by rhetoricians and historians alike involves the failure of an organization or individual to use rhetorical skills purposefully at a decisive moment in history. To illustrate this type of investigation Germany in defeat from September, 1918 to February, 1919 will be considered. Indispensable to an understanding of this transitional period is an insight into the prominent part played by German Social Democracy and the German High Command in the transformation of the country from a state of war to that of peace, from the internal chaos which revolution and political collapse brought to a new political order. This paper is an investigation of the legitimate mutual interests of rhetoricians and historians in this problem.

"Canadian Public Address." GORDON L. THOMAS, *Michigan State University.*

A century before the Pilgrims set sail for their new homeland, the coasts and shores of Canada, including the island of Newfoundland, had seen the tiny ships of John Cabot and Jacques Cartier, the fishing fleets of the French, the Portuguese, the English. Since those stirring times, Canada's history has been a dramatic struggle to conquer a country with vast resources and tremendous contrasts in human and physical topography. Yet the ensuing battles and the men who have led them have been virtually ignored as a source for serious and significant studies in rhetorical theory and practice. Papineau, Mackenzie, Macdonald, Laurier, and King are but a few of the eloquent Canadians whose names come easily to mind as do such historic moments as the controversy over

the relationship between church and education, the building of the Canadian Pacific Railway, and the plan for general federation. This *terre canadienne* remains unexplored.

Oral Interpretation

"GREAT TEACHERS OF ORAL INTERPRETATION"

10:30-12:15, French Room

Chairman: VIRGINIA FREDERICKS, *University of Minnesota*

"Charles H. Woolbert." SEVERINA E. NELSON, *University of Illinois.*

"Gertrude E. Johnson." E. RAY SKINNER, *Wayne State University.*

"Wayland M. Parrish." RICHARD MURPHY, *University of Illinois.*

"Frank M. Rarig." DAVID W. THOMPSON, *University of Minnesota.*

Professor Rarig taught interpretation at the University of Minnesota for over forty years. He retired at sixty-eight years of age in 1948. As Chairman of the Speech Department he pursued many interests, but he made his greatest contribution in the field of interpretation. That contribution is inseparable from the unique way in which he conducted his interpretation classes—at Minnesota, at the University of Missouri, where he taught for several years after retirement, and at various summer schools around the country. He was a dauntless teacher, a powerful reader himself who insisted that students could reach beyond their routine selves to an active appreciation and sharing of great literature. Recollections of his classroom techniques make fitting illustrations of the principles set down in his published credo, "Some Elementary Contributions of Aesthetics to Interpretative Speech" (*QJS*, Dec. 1940).

Forensics

"HOW SHOULD THE DEBATER PROVE HIS CASE?"

10:30-12:15, Jade Room

Chairman: CARL ALLEN PITT, *University of Illinois* (Chicago undergraduate Division).

"The Use of Facts." LIONEL CROCKER, *Denison University.*

When a debater concerns himself with facts, he asks these questions:

Does it exist?
Did it happen?
Is the classification true?
Is the cause and effect relations true?

Four suggestions for the use of facts are these:

Use sources that are most objective and reliable.
Use sufficient facts to make the argument convincing.
Use strong reasoning to balance the facts.
Use graphs and charts with care.

Four principles help to guide the debater in his use of facts as he builds his debate case to make it persuasive:

Be specific
Be moderate
Bring out the meaning
Show the significance.

Robert C. Ruark in his column tells us that Joe Buskin, the piano player, addressing a captive audience of newspaper people, came up with a refreshingly pointed quote the other night. Touching on some topic of momentary seriousness, Buskin said, "Man, you got to swing with the facts." This is another way of saying what Emerson advised, "Hug your facts."

"The Role of Evidence and Opinion." AUSTIN J. FREELEY, *John Carroll University.*

"Explanation as a Means of Proof." GLEN E. MILLS, *Northwestern University.*

"Explanation as a Means of Proof" within the contest of school debate will pose the problem of defining explanation, will offer a content analysis of some college debates as well as some real-life specimens, and will recommend a change in the traditional conception of this topic.

"The Role of Persuasion." WILLIAM S. HOWELL, *University of Minnesota.*

The current practice of debate convinces me that we have forgotten a truism: "debate is a human institution." Audience analysis, central to persuasive speaking in the world outside, is de-emphasized to extinction. Moving the present audience, a matter of some concern to lawyer, politician or preacher, is "defined out" of the list of objectives in tournament debating, that is, most debating, 1962. Since a reasoned appeal exists only when hearers are stimulated to think critically, debate has become an exercise in pseudo-reasoned discourse. Its goal, the demonstration of versatility within the limits of the traditional, ritualized forms makes modern inter-school debate resemble Commedia dell' Arte more than it does contemporary public address.

A good objective for training in debate might be to increase the debater's proficiency in reasoning purposefully with human beings. This necessitates recognition that persuasion reasoned discourse persuasion—is the ingredient scored by the debate judge in selecting the winner. How could this be done? Come and hear this paper.

Psychology

"THE PSYCHOLOGY OF LEARNING"

10:30-12:15, Emerald Room

Chairman: ROBERT S. GOYER, *Purdue University.*

"Perceived Confidence as a Function of Self Image." GEORGE L. SHAPIRO, *University of Minnesota.*

The purpose of this study was to measure in what manner informing student speakers that they had been selected as "projecting a great deal of poise and confidence" effected their Personal Report of Confidence as a Speaker scores.

Experimental and control groups consisted of students from three sections of Speech Fundamentals at the University of Minnesota. All students in the three sections presented an expository speech. Immediately following his speech, each student filled out a Personal Report of Confidence as a Speaker inventory. In the week following this speech, the experimental subjects were interviewed individually. Here they were informed that they had been selected as projecting a great deal of poise and confidence during their last speaking assignment. After the next public speaking assignment, Personal Report of Confidence as a Speaker inventories were again administered. The experimental group demonstrated greater gains than did the control group. These results were significant at the 5% level of confidence.

"Functional Intelligence and the Basic Speech Course." CHARLES G. HURST, JR., *Howard University.*

This paper represents an analysis of data resulting from an experimental study of academic related effects of a basic speech course. Investigated were two randomly selected matched groups who completed the course as college freshmen.

The acknowledged resistance of human behavior to experimental research necessitated application of rigorous controls in methodology and sample selection. Defined categorically as intellective and non-intellective, the variables subjected to statistical analysis included: (1) scholastic ability and academic achievement; and (2) motivation, personal adjustment, and academic adjustment.

The findings tended to substantiate much of the existing theory in connection with speech training as a catalytic agent acting as a factor of cognition, conation, emotion, and the enthymeme to synthesize intellectual components of the academic environment.

"Effects of Speech Models on Changes in Speech Behavior." KENNETH D. FRANDSEN, *Ohio University.*

This paper will present a preliminary summary of the results of a study designed to investigate the effectiveness of using a "live" model speaker and written exercises to supplement the material provided in a series of large-group lectures in the beginning course in speech. One large lecture section viewed a series of four model speeches delivered by a trained student speaker and completed a series of four written exercises while attending the lecture series. Another lecture section was taught in the conventional manner by the same instructor. Three indexes of behavior were obtained from students in these two lecture sections: (1) changes in "cognitively-experienced" stage

fright; (2) outlining ability; and (3) speaking performance. In addition to these measures, opinions concerning the model speeches were obtained and the students' subsequent speaking behavior were investigated. The results of this study provide a large body of objective evidence concerning the value of presenting live models in class.

"Positive and Negative Evaluation Comments in the Reinforcement of Speech Attitudes." ROBERT N. BOSTROM, *Western Illinois University.*

FRIDAY AFTERNOON, APRIL 6

Rhetoric

"RESEARCH TECHNIQUES IN SPECIALIZED RHETORICAL STUDIES"

2:25-3:50, Jade Room

Chairman: JAMES W. CLEARY, *University of Wisconsin.*

"Collecting and Editing Speeches." WILMER A. LINKUGEL, *University of Kansas.*

An important pursuit for the speech scholar is to preserve in their most authentic form the raw materials for rhetorical studies, for authentic and readily available speech texts are the quintessence of rhetorical criticism. A critical edition of collected speeches performs this function. However, such a study provides special problems of research methodology.

This essay seeks to provide serviceable aids to the beginning editor and lend some degree of uniformity to editorial procedure. It is divided into the seven steps of the editorial process: (1) Collecting the Speeches, (2) Determining Authenticity, (3) Editing the Speeches, (4) Annotating the Speeches, (5) Preparing Headnotes, (6) Organizing the Critical Edition, and (7) Writing the Introductory Essay. Most of the problems encountered by the speech editor under these seven steps are covered in this essay; however, each set of speeches tends to bring its own problems and the editor will have to show a degree of inventiveness.

"Constructing a Selective Bibliography." GAIL W. COMPTON, *Indiana University.*

Much of a scholar's research time is spent sifting large amounts of material, much of which is not useful to him. With the increased publication of literature valuable to the student of speech, more reliable guides to that literature are needed. Based primarily upon the experience of constructing an annotated bibliography of the public speaking of Franklin D. Roosevelt, this paper is concerned with some of the unique problems involved in constructing a selective bibliography. Methods of location, evaluation and accurate recording of existing materials are discussed. Emphasis is placed upon formulating criteria to regulate the scope of literature according to type, source and authorship; devising classifications to allow sufficient specificity without undue redundancy; and composing economic annotations to evaluate, describe and interpret the material.

"Preparing the Critical Edition." HERBERT W. HILDEBRANDT, *University of Michigan.*

The critical edition in rhetorical scholarship is not new. It numbers among its successes some of the significant works devoted to rhetorical theory, whether based upon an entire book or a brief essay. Its popularity in other disciplines is extensive; its contributions as a scholarly vehicle can be worthwhile. My thesis, therefore, is that more effort should be expended by the Ph.D. candidate and the seasoned scholar to include the critical edition along with his other tools of analysis.

Our organization will be tripartite: (1) we shall view some older critical editions, published and unpublished, with an eye toward tallying the desirable qualities of each; (2) we shall propose different, and hopefully, more helpful methods for handling texts, whether of a book or a speech; and (3) we shall propose essential inclusions in any critical edition.

In sum, we hope to abstract the desirable virtues from past critical editions as the foundation for future and meaningful investigations.

"Using Historical Research Methods to Determine the Influence of Speakers and Rhetoricians." RONALD F. REID, *Purdue University.*

Historians of rhetorical theory and public address are often naive and uncritical in their attempts to assess the influence of rhetoricians and speakers. Measuring influence is a precarious undertaking, requiring cautious use of historical documents.

This paper attempts to provide the young scholar with some guidelines to follow when attempting to assess influence. The paper is divided into a consideration of (1) methods of determining the influence of one rhetorician or speaker on one person, including methods such as an examination of the reading habits of the person thought to have been influenced and parallel ideas of the two persons and (2) methods of determining the influence of one rhetorician or speaker on society, including techniques such as examination of contemporary judgments and newspaper accounts.

Speech Education

"PUBLISH OR PERISH, OR I'D RATHER BE READ THAN DEAD"

2:25-3:50, Orchid Room

Chairman: FRANK W. HALE, *Central State College.*

A paper prepared by H. C. Pyron and Harry Sharp, both of Purdue University, will be read by Mr. Pyron. Before the Convention, this paper will have been submitted to the speech journals whose editors reside in the C.S.S.A. geographical area. These editors will have processed the manuscript as they would any other, circulating it among the appropriate members of their staffs. A panel of these editors will be present to evaluate the acceptability of the paper for publication in their respective journal. The objectives of the program are to permit C.S.S.A. members to get a better idea of what the editors see as the function of the various journals, how a manuscript is processed, and what would make articles more suitable for publication.

Panelists:

Richard Murphy, Editor, *The Quarterly Journal of Speech.*
Gladys Borchers, Editor, *The Speech Teacher.*
Douglas Ehninger, Editor, *Speech Monographs.*
Robert S. Goyer, Editor, *The Central States Speech Journal.*
Frank E. X. Dance, Editor, *The Journal of Communication.*

Radio - Television - Film

"CONSERVATION PROJECTS FOR TELEVISIONS' 'WASTELANDS'"

2:25-3:50, French Room

Chairman: RALPH L. SMITH, *Illinois State Normal University.*

ETHEL DACCARDO, Editor, *Shows Worth Watching*, Chicago.

Are you still cheering FCC Chairman Newton Minow's "wasteland of TV" speech? Even Minow is tired of the "wasteland" idea and recently said it was time we talked about the "promised land" of TV. There is a "wonderland of TV," too, that is here and now. It's there for the flip of the dial.

Dr. Frank Stanton, CBS president, in his counter-offensive to Minow's "Wasteland" blast, said:

"I don't know of any satisfactory or democratic alternative to letting the people set the standards of programming by the simple act of accepting or rejecting what is offered."

Let us set ourselves to accept what is good and reject what is bad, and thus launch an effective conservation project for television's "wasteland."

ROBERT LEMON, Station Manager, WNBQ-TV, Chicago.

BURTON PAULU, *University of Minnesota.*

Theatre

"NEW DIRECTION IN THE DOCTORATE IN THE THEATRE: PROBLEMS AND MEANS"

2:25-3:50, Gold Room

Chairman: CHARLES RITTER, *Ohio State University.*

Participants:

William S. Reardon, *University of Kansas.*
Lee Mitchell, *Northwestern University.*
Barnard Hewitt, *University of Illinois.*

Discussion

"TEACHING OF DISCUSSION COURSES"

2:25-3:50, Emerald Room

Chairman: HALBERT E. GULLEY, *University of Illinois.*

"Content of the Basic and Advanced Courses in Discussion." MURRAY HEWGILL, *Michigan State University.*

This paper describes three courses in discussion which the writer teaches at Michigan State University. The courses are on the freshman, junior and graduate levels. The paper presents the thesis that use of a communication model provides the most effective and academically sound approach to teaching discussion. Such an approach leads to a social science viewpoint in the courses and provides a conceptual framework for ready use of the results of recent research in small group communication. The beginning course provides students with opportunities to participate in several discussion assignments, each of which has a different and a clearly defined goal. Different communication variables are manipulated so that students become oriented to predicting the effect in the group of specified communicative behavior. The advanced courses emphasize reading and research. Students survey literature in several fields which relates to group discussion. In the graduate seminar students design and perform pilot experimental studies in small group communication.

"Using Results of Experimental Research in the Basic Discussion Course." THOMAS J. MURRAY, *University of Wisconsin.*

Panel for initiating audience discussion:

Charles A. White, *Illinois State Normal University.*
Lloyd I. Watkins, *Ohio University.*
Henry L. Ewbank, Jr. *Purdue University.*

FRIDAY AFTERNOON, APRIL 6

Theatre

"CREATING THE CLASSICAL ENVIRONMENT IN TECHNICAL THEATRE"

4:00-5:15, Gold Room

Chairman: JACK E. BENDER, *University of Michigan.*

"Design Problems," GARY GAISER, *Indiana University.*

Myth and legend, gods and heroes are revitalized in the tragic and comic theatre of the Greeks. But the essence of the classic environment lies in intensification.

"Lighting Problems." DAVID L. THAYER, *State University of Iowa.*

The basic problem when lighting a play from any period is the determination of what it is that the audience is to see and the attitude it is to hold as a result of what is seen. In lighting a Greek or Roman play, there is the dual objective of showing the action against a classical background and of making the classical background acceptable to an audience accustomed to an essentially romantic environment for the productions it enjoys. Perhaps more than any other, the feature which distinguishes classical thought is a concern for

the essence or ideal form of things. The drama is an imitation of the ideal in human behavior and it is therefore the function of the lighting engineer to show this ideal behavior in a form acceptable to the audience without the lush, often mystical, trappings of the romantic theatre tradition.

"Costuming Problems." JOSEPHINE D. PATEREK, *Wisconsin State College* (River Falls).

"Technical Problems in Costuming Greek and Roman Drama" will focus on five major areas of difficulty: (1) the integration of costume design with other phases of direction and technical production, particularly regarding the establishment of the mood and style of production; (2) the choice of fabrics for classical dress, both as to draping qualities and color; (3) the problem of armor; (4) the costuming of the chorus, both from the theatrical (pictorial) and the dramatic (interpretative) standpoint; (5) the draping of costumes, on the mannequin and on the actor.

Audiology

"PROBLEM AREAS IN AURAL REHABILITATION"

4:00-5:15, Orchid Room

Chairman: MAX NELSON, *Michigan State University.*

"In a University Setting." HERBERT J. OYER, and MAX NELSON, *Michigan State University.*

Problems in aural rehabilitation in a university setting are diverse. These lie in the realm of the academic, clinical, research and service.

One of the major problems is the assessment of hearing to evaluate the potentialities which individuals have for use of hearing aids. Most of the 47 university clinics in America render this service.

The benefits of an effectively used hearing aid are legion, on the other hand, an improperly used aid can cause great discomfort.

Ethical considerations of one practicing clinical audiology are numerous. Several specific references are made to them in the Code of Ethics of ASHA. In addition, minimum requirements established in 1952 by ASHA, are available to those who wish to offer guidance in the selection of hearing aids.

The problem of training students within a clinical program in such a way that the professor's time is not too heavily burdened with service, and still maintain a program of high integrity is not easily solved. Another problem is coordinating the academic calendar with that of community needs.

The clinical area is concerned with methodologies of testing and evaluation. Differential diagnosis of children and multiple-handicapped individuals offer a real challenge. Also involved here is the relationship with the local dealers, the manufacturers, the general public and the professional group. Short courses for dealers can be viewed as questionable as regards the end-effects produced. The matter of equipment selection can be expensive in terms of the amount of time necessary for studying carefully one's needs and attempting to fulfill these needs most economically.

As regards fees, there are certainly numerous pros and cons. Some universities charge nominal fees, others provide free service.

The general public is interested in direct, personal service, rarely anything else. Two main concerns of the public are, "Do you have this service?" and "How much does it cost?"

The problems of aural rehabilitation are many but the contributions of a competent and effective clinic can be great.

Aural rehabilitation in a university setting is challenging and sometimes frustrating; but most always stimulating and rewarding.

"In a Privately Sponsored Organization." STAHL BUTLER, *Michigan Association for Better Hearing.*

The Michigan Association for Better Hearing has all the problems of the typical hearing center plus all the problems of eighty-three Michigan counties. The local center has to work with the medical society and cooperate with the different personalities in other agencies; in the Michigan Association we have to be flexible enough to make these adjustments all over the state.

Also, we have the geographical problem of carrying services to all our counties and this makes more acute the general personnel problem because travel every week constitutes difficulties for members of growing families.

Other problems include the lack of local rehabilitation facilities and a lack of local special education personnel.

In the promotion and development of local rehabilitation facilities, professional people often hinder instead of help because they have no appreciation for the workings of group therapy in a hearing society. They see a cup of tea; they assume it to be pink tea; they immediately say, "That is only a social program"; they miss entirely what goes on over a cup of tea.

"In a State Sponsored Program." WILLIAM A. GRIMM, *Hearing and Vision Conservation Unit, Ohio Department of Health.*

Aural rehabilitation programs which are state sponsored generally fail to serve the state as a whole because diagnostic and rehabilitation facilities are not equally available to people in all communities. To do an adequate job of rehabilitation, several aspects of a hearing conservation program must be developed. They are: (1) case finding, (2) medical diagnosis and treatment, and (3) aural and vocational rehabilitation. In most states, facilities necessary to conduct a comprehensive program are available in the large cities only. Several states and the Federal Government are experimenting with different approaches to get aural rehabilitation centers more widely distributed. The Ohio plan to develop these facilities will be discussed.

Oral Interpretation

READING HOUR

4:00-5:15, Emerald Room

Chairman: KEITH BROOKS, *Ohio State University.*

"Behind the Beyond and Further." EARL and DOROTHY HARLAN. *Purdue University.*

A medley of humor, satire and criticism arranged for two on the subject of the drama. Selections chosen from the contributions of playwright, actor and critic. Marginally informative—primarily entertaining.

Secondary Speech

"THE UTILIZATION OF SELECTED METHOD TEXTBOOKS"

4:00-5:15, French Room

Chairman: J. W. PATTERSON, *University of Kentucky.*

"Karl F. Robinson's *Teaching Speech in the Secondary School.*" PAUL J. HEINBERG, *State University of Iowa.*

Prior to utilizing any speech methods text, the teacher should define what he means by *improving speech.* A methods text should then be utilized which defines speech improvement similarly. However, that definition should be proved superior to any other by pedagogical, experimental research, but such research has yet to be conducted. If speech improvement is defined as fostering lifelong proficiency in all speaking situations via evaluated participation in various speech activities, the Wallace text is eminently suited to assist the teacher in that endeavor. It is an excellent sourcebook of suggestions that should be considered in teaching each speed activity and in running intramural contests and events. It does not purport to cover any activity as comprehensively as a text devoted to that activity for student use, but references, unfortunately unannoted and rather dated, are provided at the end of each chapter.

"W. J. Friederich and Ruth A. Wilcox's *Teaching Speech in the High School.*" E. ORVILLE JOHNSON, *Earlham College.*

The principal task of the teacher is to develop within his students a motivation for self-realization and self-education in a particular discipline. A textbook should be a strong contributing factor to this process. Written within the context of a broad philosophy of speech education *Teaching Speech in the High School* by Friederich and Wilcox helps the teacher and the student cover the wide range of subject areas in the fields of speech. At the same time it

offers materials as a basis for meaningful discussion of the fundamental questions of value in the major aspects of oral communication. Furthermore, specific processes, procedures, and techniques are suggested for the speech teacher. If the book is covered comprehensively and thoroughly the beginning speech teacher should have a broad view of his field but also should know what to do when he meets his first speech class.

"Andrew Thomas Weaver, Gladys Louise Borcher, and Donald K. Smith's *The Teaching of Speech*." RUTH LANGSTON, *University of Oklahoma*.

"Waldo W. Braden's (ed.) *Speech Methods and Resources*." THOMAS J. MURRAY, *University of Wisconsin*.

"Loren Reid's *Teaching Speech*." BRENT FRY, *Morehead State College*.

Discussion

"FINALS OF THE NATIONAL CONTEST IN PUBLIC DISCUSSION"

4:00-5:15, Time Room

Chairman: WAYNE N. THOMPSON, *University of Illinois* (Chicago Undergraduate Division).

The three twenty-five minute tape recordings which have survived the preliminary round and won first place in the semifinal round of the National Contest in Public Discussion will be played as a sectional meeting of the annual convention of the Central States Speech Association. Robert Jeffrey, LeRoy Laase, and Ralph A. Micken will serve as judges. At the close of the contest they will announce their rankings and comment upon the discussions.

The contest, which Dr. Wayne N. Thompson originated and still sponsors, is in its eleventh year. Any college, junior college, or university may select a "team" of four or five undergraduates to record a public discussion on the national topic for the year. This year's question is "What procedures should the Federal Government follow to protect the civil rights of all citizens?"

The identity of the three finalists is not known at this time. The winners in 1961 were University of Southern California, first: Boston University, second; University of Hawaii, third. Persons wishing to use the winning tapes of other years as classroom demonstrations may secure copies through Mr. John W. Mitchell, Director, Audio-Visual Center, Kent State University, Kent, Ohio.

Public Address

"HOW CAN THE PUBLICATION OF RESEARCH IN PUBLIC ADDRESS BE ACCELERATED?"

4:00-5:15, Jade Room

Chairman: PAUL D. BRANDES, *Ohio University*.

Panelists:

Representatives of:

The University of Chicago Press
The University of Wisconsin Press
Scott, Foresman and Company
The Exposition Press, Inc.
The McGraw-Hill Book Company

Douglas Ehninger, *State University of Iowa*.

Paul Brandes, *Ohio University*.

Robert G. Gunderson, *Indiana University*.

The SAA and the various regional associations should do more to encourage research and publication. Among the possibilities for such encouragement: expansion of the journals, manuscript prizes or subsidies, guaranteed minimum sales for approved publications, more cooperative publications programs (e.g.,

those undertaken by the SAA Project Committees). No system of grants, subsidies, or guarantees, however, can prove successful unless dedicated scholars produce monographs worthy of publication. Nor would such encouragement be necessary if members themselves would buy the books and monographs that are now available. Publishers cannot be expected to publish books for which there is no market.

SATURDAY MORNING, APRIL 7

Speech Education

"TEACHING LARGE SECTIONS"

9:00-10:30, Emerald Room

Chairman: OWEN M. STALLARD, *Purdue University.*

"Practices and Proposals." MASON A. HICKS, *Purdue University.*

The problem under consideration is that of increasing the number of students that can be taught by each staff member. It is presumed that the increase in the number of students predicted for the 1960's will not be matched by a proportionate increase in the amount of money available to pay for additional instructional staff and/or to erect buildings to provide needed additional space if current convention instructional arrangements are continued.

Current practice seems to consist of each individual instructor being responsible for the total instruction of the classes assigned to him, with each class assigned to a separate room for the number of hours per week designated for the course.

Alterations in the current practice should probably meet the following criteria:

1. Should significantly expand staff capacity to handle students.
2. Should be operable as nearly as possible within limits of present classroom space.
3. Should not increase present staff teaching load.
4. Should support staff morale.
5. Should be educationally sound in
   a. Class size,
   b. Lecture (theory)—performance ratio,
   c. Achieve at lease current objectives.

Proposals with which we might be confronted could include

1. Increasing teaching load,
2. Increasing class size,
3. Central lecture—recitation organization,
4. Shortening courses,
5. Screening out students,
6. Closed circuit TV,
7. Student run classes,
8. Programmed teaching.

"Learning and Teaching Through Discussion." WILLIAM FAWCETT HILL, *Idaho State College.*

Students, and often instructors, need some orientation to group work in order to use discussion groups to accomplish the goal of learning efficiently didactic material. Learning Thru Discussion (LTD) is a method designed to utilize the group potential in achieving this goal. There are three tools in the method. One, Group Cognitive Map which outlines logical steps. Two, Group Roles that must be played. Three, Criteria of a good learning group by which members will have a conceptual model to pattern after. The rationale and philosophy of the method will be discussed and the research, evaluation, and experimental data indicating the efficacy of the method in large classes will be presented.

"Can Programmed Learning Help?" L. S. HARMS, *Louisiana State University.*

Programmed learning provides substantial assistance for the speech teacher with large classes. First, content and theory can be effectively learned outside

of class. The student can be expected to learn this material thoroughly enough to permit him to begin immediate application in the speech classroom. Second, some programming techniques can be adapted to the classroom as 2-person programs and small group program sequences. It seems likely that a speech student, even one in a large class, might deliver 20 or more speeches to audiences of various sizes, and receive immediate constructive criticism on each of his speeches. For the teacher who is seriously interested in arranging the conditions which result in maximum achievement by his students, programmed learning methodology is rich in suggestions which may profitably be tried in the classroom and in other speech situations.

Theatre

"COMMUNITY THEATRE: ADULT EDUCATION OR ART?"

9:00-10:30, Gold Room

Chairman: ROBERT GARD, *University of Wisconsin.*

Panelists:

Mary Cattell, Director, Little Theatre of Western Springs, Illinois.
David Bryant, Director, Sheboygan Players, Sheboygan, Wisconsin.
Robert Freidel, Director, Milwaukee Players, Milwaukee, Wisconsin.
Jim Cavannaugh, Director, Rochester Civic Theatre, Rochester, Minnesota.
Kendrick Wilson, Director, The Omaha Playhouse, Omaha, Nebraska.

Rhetoric

"STUDIES IN FRENCH ORATORY"

9:00-10:30, Orchid Room

Chairman: LLOYD I. WATKINS, *Ohio University.*

"The Oratory of Jacques-Bénigne Bossuet." PAUL D. BRANDES, *Ohio University*

In the seventeenth century, the Gallican Church was threatened by attack from three sources: Protestantism, Romanism, and rebellion. Jacques-Bénigne Bossuet successfully defended French Catholicism from its enemies, persuading Louis XIV to revoke the Edict of Nantes, perpetuating the independence of Gallicanism in 1681, and completing the banishment of Port-Royal, Quiétisme, and his former friend, Fénelon.

Much of Bossuet's successes may be attributed to his ability as an orator. His style of preaching represents the greatest achievement of the Renaissance in oratory. The conflict between Ramim and scholasticism produced in Bossuet a speaker whose invention, style and delivery exceed by far the dictates of the rhetorics of his days. His victories succeeded in removing the stimuli for a dynamic rhetoric in France, so that his successors reverted to the preoccupation with style which is characteristic of the eighteenth century.

An intensive analysis of Bossuet's funeral oration on Henriette Marie of France, widow of Charles I and mother of Charles II, delivered in Paris in 1669, will be used to illustrate Bossuet's rhetoric.

"The Tiger: A Study of the Popular Image of Georges Clemenceau."
JACQUES O. BURDICK, *University of Wisconsin.*

This paper present an analysis of the Clemenceau image, relating it to Clemenceau's rhetorical praxis, making use of his recorded speeches, his social background and historical context, his classical education, and reliable reports on his powers of improvisation. Clemenceau's brilliance as an orator was contingent upon a skillful use of emotional proofs; the praxis was strikingly Ciceronian in theory and application.

"The Oratory of Maximilien Robespierre." LLOYD I. WATKINS, *Ohio University.*

Through his political maneuvers, his writings, and his oratory, Maximilien Robespierre gained, for a time, an unrivalled supremacy among the French

Revolutionists. The purpose of this paper is to examine his oratory with particular emphasis on the speech of December 3, 1792, given in the National Assembly demanding the death of Louis XVI. The following conclusions are the most important. (1) From his education and his background as a lawyer, Robespierre was well prepared to play a leading oratorial role in the Revolution. (2) He understood, probably better than any of his contemporaries, the persuasive factors available to him. (3) Appeals to the nobility of the Revolutionary cause, to fear of royalists, to fear to the Parisian elements he commanded, and appeals based on his personal incorruptibility were the persuasive devices he most often used. (4) His style and arrangement were clear. (5) He was not an imposing man physically, and he also had the habit of reading his speeches; therefore, it is unlikely that his delivery was a positive factor in his persuasion. (6) Although rhetorical defeats were not infrequent for him, defeats did not deter him from continuing his efforts until he eventually succeeded in effecting his policies.

Adult Education

"NEW DIMENSIONS IN ADULT COMMUNICATION TRAINING"

9:00-10:30, Jade Room

Chairman: FRANK E. X. DANCE, *University of Kansas.*

"Evolving Managerial Philosophy and Communication Training." WILLIAM V. HANEY, *Northwestern University.*

". . . The cause of the successes or failures of men depend upon their manner of suiting their conduct to the times." Without condoning his suggested modes of conduct we must grant the persisting wisdom of Machievelli's assessment. Organizations, generally, are in transition—fluctuating between the traditional authoritarian orientation and the so-called human relations approach. Out of confusion and doubt, however, a new managerial philosophy is beginning to form. The communication needs of this rationale are yet to be defined but this much is assured—they will differ from those of the past. This paper will attempt to describe the emerging administrative thinking and to suggest demands which are likely to be made of the communication discipline.

"The Role of Communication Training in the Liberal Education Seminar." THOMAS L. DAHLE, *University of Wisconsin* (Milwaukee).

"Communication Training for Governmental Agencies." PHILLIP K. TOMPKINS, *Purdue University.*

Research done for the Federal Government has found that the ability to communicate should be an important criterion in selecting people for promotion into supervisory ranks. Consequently, in recent years government agencies have shown increasing interest in communication training. This paper will review some of the communication training done by agencies themselves; the speaker will also review his experience in conducting courses for such agencies as the U. S. Army Ordnance Corps and the Veterans Administration. Course content will be presented as well as an analysis of some unique communication problems facing employees of the Federal Government (e.g., the "communication relations" between civilian employees and their military supervisors).

Psychology

"THE PSYCHOLOGY OF THE AUDIENCE"

9:00-10:30, Crystal Room

Chairman: WALLACE C. FOTHERINGHAM, *Ohio State University.*

"Influence of Audience Arrangements on Speaker Impact." ALBERT L. FURBAY, *Northern Illinois University.*

The impact of a speaker upon his listeners is influenced by the operation of the psychological mechanisms of collective behavior, and they in turn depend

upon the spatial arrangements of the audience. The size of the audience, proximity of listeners, distance of the listener from the speaker, and his location within the audience all seem to affect the communicative process. It is possible that the resulting influence upon listeners' responses may come through either or both of two channels. The speaker may be stimulated to a more energetic presentation which in turn heightens that response, or there may be a direct listener-listener relationship through which members of an audience stimulate one another to a greater responsiveness. Collective responses are traditionally described as homogeneous, emotional, and irrational in nature. Thus the manipulation of audience arrangement to increase speaker impact depends upon whether the speaker seeks intellectual responses to factual material or impulsive responses to non-logical appeals.

"Audience Reaction to Various Types of Evidence." WILLIAM R. DRESSER, *Denison University.*

Experimental groups were exposed to argumentative speeches which differed only in the evidence used to support assertions. One speech contained satisfactory evidence; the second, evidence from unsatisfactory sources; the third, "evidence" irrelevant to the assertion which it presumably supported; the fourth, internally inconsistent evidence. Speeches were presented by tape recording to eight groups of Western Michigan University students, half of them pretested, and by a live speaker to four groups of pretested Boston University students. Each group heard one speech. Audience reactions were obtained on a Likert-type attitude scale and on a speech rating scale. Results suggested that the four speeches were equally effective in changing attitudes; that subjects did not recognize unsatisfactory sources, internal inconsistency, or irrelevance when these were characteristic of the evidence; and that the type of evidence in a speech did not affect subjects' evaluations of the speech's persuasiveness.

"An Analysis of the Audience for Religious Radio and Television Broadcasts." HADDON ROBINSON, *University of Illinois.*

This study was conducted in Urbana, Illinois, in an attempt to evaluate the impact of religious radio and television programs on this college-oriented community. To get a description of the religious-program audience and to evaluate the attitudes of the total population toward these programs, a random sample of ninety-eight households was interviewed by means of a questionnaire which included a semantic differential. The results indicate that 71% of the people in Urbana watch or listen to religious programs during the year, and 29% do so regularly. Religious broadcasts more often appeal to older, less educated people in lower income brackets. Attitudes toward religious programs are very similar to the attitudes people have to churches and clergymen, and such programs appealed more often to those already active in a church who have a high interest in religion.

"Motivation, Mental Ability and Personality Variables in Listening." CHARLES M. KELLY, *Purdue University.*

"Listening" has become a major area of interest in the fields of speech and education. Much research has been conducted about listening behavior and many training programs in listening have been developed. In all aspects of listening, the "listening test" plays a major role—either to select "good" and "poor" listeners, or to determine the effect of listening training on group performance.

In order to investigate the effect of various testing conditions on an individual's listening performance, several experiments were conducted with college students and industrial personnel. Results indicated that when subjects knew in advance that they were to be tested over lecture material, mental ability became a powerful determinant of test performance; when subjects did *not* know they were to be tested over lecture material, mental ability played a smaller role. Considerable doubt was raised about the value of some listening tests in both the academic and industrial settings.

SATURDAY MORNING, APRIL 7

Radio-Television-Film

"FILM AND THE LIBERAL ARTS: THE STUDENT-MADE FILM"

10:45-12:15, Orchid Room

Chairman: John B. Kuiper, *State University of Iowa.*

"Film as a Liberal Art Subject." Jack C. Ellis, *Northwestern University.*
In many ways film continues as the most significant and vital art of our time. Quantitatively its vast worldwide audience increases, a growth accelerated by the advent of television. Qualitatively it has lately assumed a new eloquence in the work of Ingmar Bergman, Federico Fellini, Michelangelo Antonioni, Alain Resnais, and others. Many American colleges and universities have already approached this art—with sustained vigor in some cases, tentatively in others. Overall, however, the points of view toward film remain varied and its academic sponsorship diverse. Perhaps the crucial problem for film as a liberal art subject is one of formulating a valid and coordinated attack on its esthetics, history, and social function and of relating this rationale to the established realities of curriculum organization and departmental responsibilities. On most campuses speech faculties are at the center of decisions that will affect the future of education in film.

"Film Technique, Film Theory, Film Discipline." John B. Kuiper, *State University of Iowa.*
The use of the film medium by undergraduates as a method of developing skills in communication is discussed. Several film examples showing successful solutions to class problems are presented and a student film maker explains how he reacted to the assignments. A film comparison between beginning footage shot by three people and footage shot by the same three students at the end of a semester is shown and discussed. The technique, the theory, and the discipline involved in such learning is suggested.

Theatre

"THE LIFE, WORKS AND INFLUENCE OF ADOLPHE APPIA"

10:45-12:15, Gold Room

Chairman: Barnard Hewitt, *University of Illinois.*

"The Aesthetic Theories of Appia." Gordon Beck, *University of Kansas.*

"The Life and Works of Appia." Nathaniel S. Eek, *Michigan State University.*

"Appia's Influence on Modern Stage Artists." Lee Mitchell, *Northwestern University.*

Secondary Speech

"KEEPING SPEECH ALIVE DESPITE PRESSURES FROM OTHER ACADEMIC FIELDS: SOME PROCEDURES THAT WORK IN SELECTED AREAS"

10:45-12:15, Crystal Room

Chairman: Charles B. Klasek, *University of Nebraska.*

"Voice and Diction." Catherine A. Miller, *Rufus King High School,* Milwaukee, Wisconsin.

"Discussion." Dorothy Weirich, *Webster Groves High School,* Webster Groves, Missouri.
The theme of this portion of this program will be centered around ways to expand the speech program at Webster Groves High School (despite many other academic pressures that compete for the student's time) through the

teaching of a unit on discussion. A description of a unit on discussion that is taught in speech classes at the junior and senior levels will include such items as (1) the selection of suitable subjects for discussion and the wording of controversial issues, (2) the preliminaries necessary to the presentation of various types of group discussions, (3) the use of such discussions in speech classes as well as class in other subjects. This paper will also include methods used to convince the administration of the necessity of maintaining speech as an academic discipline, and methods used to convince the parents of the students that training in speech is just as vital a part of every pupil's education as is training in mathematics, science, etc. The speaker also plans to distribute copies of a complete transcript of a panel discussion presented in January, 1962, on The Junior Town Meeting of the Air, over Station KXOK, St. Louis.

"Drama." JUANITA SHEARER, *Brazil High School*, Brazil, Indiana.

"Extracurricular Activities." WILLIAM A. HINTZ, *Badger High School*, Lake Geneva, Wisconsin.

Keeping extracurricular speech alive despite pressures from other academic fields is an increasing problem to every Speech teacher. We must face the problem not only during the actual teaching day but specifically Saturdays, after school, and during the evenings. The problem becomes acute with the increase of Science Fairs, Essay Contests, Language Club Projects, Math Contests, Clinics for Slow Students and Testing Programs. The solution has almost as many facets as the problem. They would include trying to reach the individual students, cooperation and reciprocity with the teacher in academic field, a well organized program set up in advance, establishing standards of excellence and the actual involvement of not only students but teachers and administrators in the speech program.

"Creativity." CECIL PUCKETT, *Jennings High School*, Jennings, Missouri.

"Team Teaching." JUANITA RUCKER, *Chrysler High School*, New Castle, Indiana.

Forensics

"WHAT EVENTS SHOULD THE FORENSIC TOURNAMENT OR CONFERENCE INCLUDE?"

10:45-12:15, Emerald Room

Chairman: JOSEPH LAINE, *Marquette University.*

"Is There a Real Place in the Modern Forensic Program for Oratory?" VERNON E. BECKMAN, *Mankato State College.*

Critics of collegiate oratory claim that it is an archaic form of speech, rigid in structure and artificial in language and delivery. Unfortunately, this criticism is sometimes deserved. Frequently it is not. Paraphrasing what the late Bernard DeVoto once said of discussion, a good oratory contest can be as exciting as a play—and certainly as beneficial to both participants and audience.

If the preparation of a college oration encourages the student to identify and consider significant ideas, to investigate in depth problems that are at once timely and timeless, to formulate a point of view that is basically his own, and to seek to express that point of view as effectively as possible—profiting, perhaps, from a study of models and from editorial revisions suggested by a competent adviser—then it has a very real value in the college forensic program.

"Oral Interpretation and the Intercollegiate Forensics Program." MARTIN COBIN, *University of Colorado.*

This paper explores the place of interpretation in the intercollegiate forensics program. Some of the motivations for including interpretation are examined and some of the dangers are discussed. Questions are raised as to whether interpretation activity has any legitimate place in a forensics program and, if not, what harm may be done by including it. Finally, the paper focuses attention on a specific type of interpretation activity that is forensic in nature and may justifiably be included in intercollegiate forensics.

"Should We Retain Discussion as an Extracurricular Activity?"
KENNETH E. ANDERSEN, *University of Michigan.*

If discussion vanishes from extracurricular programs, the loss to the speech field will not only be considerable but also be largely our own doing. Analysis of recent tournaments suggests that debate has come to be the dominant or single forensic interest while discussion has largely disappeared. Several factors have operated: lack of faculty and student interest, inadequate training in methodology or subject area, difficulties in isolating and developing the attributes needed in discussants, unrealistic formats, problems in judging. Discussion is a necessary element in a sound forensic program. Current problems can be solved. Renewed faculty interest has resulted in experimentation with group action tournaments, forensic progressions, etc. These have demonstrated discussion *can be* as exciting and challenging for the participants as debate. Greater faculty interest in such experimentation leading to new formats, new training procedures, more realistic and evaluation procedures can insure the survival of extracurricular discussion.

"Does Modern Tournament Debating Function Effectively in the Preparation of College Students for Citizenship?"
TODD WILLY, *State University of Iowa.*

Speech in the Elementary School

"SIGNIFICANT DEVELOPMENTS IN RESEARCH TEXTBOOKS, TELEVISION AND FILM IN ELEMENTARY SPEECH EDUCATION"

10:45-12:15, Room to be announced

Chairman: KENNETH L. BROWN, *Northwestern University.*

"Content, Form and Delivery of the Speech of Kindergarten, First, and Second Grade Children." DOROTHY HIGGINBOTHAM, *Southeastern State College* (Oklahoma).

The paper reports some results of a study of the oral language of 108 private school children in the kindergarten and primary grades. Language records analyzed were made during the share-and-tell activity. Developmental trends appearing in relation to chronological age are reported in terms of amount of speech, sentence length, topic of talks, grammatical construction, amount of nonfluency, proportion of elicited speech, and vocal and physical aspects of delivery. The sex, intelligence, socioeconomic class, and sibling status of the children was also analyzed for possible influence upon oral language performance. Methodology, results of analysis, and implications for teachers will be presented.

"Principles of Storytelling." ROSE L. ABERNETHY,
State University College of Education (New York).

"Teaching Speech and Listening in the Language Arts Program."
DOROTHY M. HORTON, *Scott, Foresman and Company.*

The range of specialized areas directly related to the field of speech education is tremendous at the university level: public speaking, listening, oral interpretation, linguistics, voice, phonetics, speech pathology, communication, creative dramatics and all the facets of the theatre to name but a few. The teacher in the elementary school cannot possibly have had training in most of these fields.

How can the elementary teacher, without special training, give more than lip service to the goal of teaching speech and listening in the language arts program?

In her presentation, Miss Horton will explain the role that instructional materials can play in the solution of this problem. She will focus especially on the role of scholars in both speech and education, describing how these specialists can pool their know-how to provide the classroom teacher with a program in speech and listening that is professionally sound and educationally viable.

Discussion

"RESEARCH IN DISCUSSION"

10:45-12:15, Jade Room

Chairman: HALBERT E. GULLEY, *University of Illinois.*

"A Study of Discussion as an Implement of Social Change."
WILLIAM R. CARMACK, *University of Oklahoma.*

This paper focuses on the role of the small group in social change. As yet, there is no complete theory of change, but social scientists in all disciplines study it.

The purpose of this paper is two-fold: first, to advocate extended research in the role that small groups play in the process of social change; second, to report the results of a study of change in one community.

The particular case presented concerns the desegregation of the Dallas, Texas, public school system in September, 1961. Until this school term, Dallas was the largest city in the South with a totally segregated school. City leaders saw as early as the court decision of 1954 that they must prepare the city for radical but, hopefully, peaceful change in many areas involving segregation, including education. This study traces the process by which this change was planned and executed, with emphasis on factors involving small group theory and process and the use of groups in the deliberative and diffusion processes.

"An Experimental Study to Determine the Effects of Group Discussions on Individual Attitudes Toward Proposed Changes in Company Policy."
KIM GIFFIN, *University of Kansas.*

The purpose of this study was to determine the effects on the individual attitudes of employees when certain factors of group discussion are varied and employees were allowed to participate in discussion of proposed changes in plant policies. Attitude changes were measured by use of the semantic differential. Proposed changes in company policies were as follows: "(1) the responsibilities of foremen should be increased, (2) plant identification badges should be employed."

The participants included twenty-five foremen of the Delco-Remy plant in Olathe, Kansas, a division of General Motors. The subjects were divided into four treatment groups and one control group.

The independent variables for the treatment groups were amount of participation in discussion, the presence or absence of persons in authority, and predetermined types of participation by persons in authority.

Differences between pre- and post-test scores were determined by use of the t-test.

"The Effects of Personality Upon Group Behavior." ALVIN GOLDBERG, *University of Denver.*

The relationship between a group's behavior and the personality of its members has long been of interest to research workers in the discussion and small group area. Louis Lerea and this investigator recently found that the tendency to enter into social contact with others as measured by the Si Scale of the M.M.P.I. has a significant effect upon the frequency of group interaction, the sentiments of group members, and member satisfaction with the performance of their group. Research is now being conducted at the University of Denver by this investigator into the effects of rigidity or dogmatism upon group behavior. Groups composed of various combinations of high and low scoring subjects on Rokeach's Dogmatism Scale, Form E, were given a problem to discuss under carefully controlled laboratory conditions. Data are presently being analysed to determine the significance of differences among groups in such dimensions as interaction, cohesiveness, and productivity.

SATURDAY AFTERNOON, APRIL 7

Speech Correction

"THE RELATIONSHIP BETWEEN THE THERAPIST AND THE SUPERVISOR"

1:15-3:00, Gold Room

Chairman: MARIAN DONEWALD, *Evansville School Corporation,* Evansville, Indiana

Supervision on the local level may be divided into two categories. One is an administrative type of supervision and is given by a director of special education, a superintendent, a principal, or some other person whose training is not in speech correction. The other is supervision by a person who is professionally prepared in speech correction. Numerically speaking, the latter is inconsequential.

Supervision from the state is primarily on the administrative level; however, persons in these positions are usually speech therapists who can and do give some professional leadership. This leadership comes through laws, regulations, policies, booklets, memoranda and letters, as well as conventions, conferences, and classroom visits.

The discussion will revolve around the therapist's position in each of the above situations, and will be an attempt to clarify the problems of both the Supervisor and Therapist, and to find ways in which they may be of mutual assistance. Supervisors, who, in most instances have been therapists are aware of the problems, but the therapist is often not aware of the pressures and limitations imposed upon the Supervisor.

Panelists:

Jean Anderson, Division of Special Education, *Indiana Department of Public Instruction.*

Martha E. Black, Division of Special Education, *Illinois Department of Public Instruction.*

Alpha Rogers, Division of Speech Correction, *Public School System,* Gary, Indiana.

Lloyd C. Way, Division of Speech and Hearing, *Public School System,* Fort Wayne, Indiana.

Oral Interpretation

"EMPATHY IN INTERPRETATION: DEBUT PAPERS"

1:15-3:00, Orchid Room

Chairman: SISTER IGNATIUS MARIE, *University of Dayton.*

"Modern Writers on Empathy." LARRY D. CLARK, *University of Illinois.*

Empathy is a psychological term for a phenomenon commonly experienced and useful to the oral interpreter. In order to discover the importance of this concept to the interpreter, an examination of seventeen oral interpretation textbooks was made. This examination discloses: (1) areas of agreement in the definition of empathy as it applies to the interpreter; (2) the effect of empathy and the use the interpreter can make of it in reading to an audience; (3) the relationship between empathy and aesthetic distance; and (4) some generalizations and conclusions concerning empathy.

"The Experimental Approach to Empathy." EDWARD E. SWINGLE, *Ohio State University.*

Critique: WALLACE C. FOTHERINGHAM, *Ohio State University.*

Theatre

"SUMMER THEATRE: IS IT WORTH THE PRICE?"

1:15-3:00, Crystal Room

Chairman: R. KEITH MICHAEL, *Saint Cloud State College* (Minnesota).

In recent years, university and college affiliated summer theatres have grown

up across the nation. These theatres undoubtedly contribute much in the way of cultural and educational value to those institutions with which they are affiliated and to the communities in which they are located. While these contributions are usually apparent, the price that must be paid to make possible these contributions is often somewhat obscured. The almost incredible amount of time and effort staff members contribute to these summer theatres, the production costs and other financial hurdles that frequently plague these programs, and the difficulties continually encountered in attempting to produce shows of high professional quality week after week with an inadequate amount of rehearsal time are but a few of the problems that these theatres face annually. Ingenious methods of overcoming these handicaps are continually being devised. However, when all of the problems of university and college affiliated summer theatres are balanced against their cultural and educational contributions, one is sometimes forced to ask whether these summer theatres are worth the price.

Panelists:

Raymond Lammers, *University of Minnesota.*
Alvina Krause, *Northwestern University.*
Wayne S. Knutson, *University of South Dakota.*
Whitney LeBlanc, *Antioch College.*

Radio-Television-Film

"CLOSEUP OF MIDWEST AIRBORNE'S EXPERIMENT IN MASS COMMUNICATION"

1:15-3:00, Jade Room

Chairman: Henry R. Austin, *University of Michigan.*

Richard G. Sherman, *Bloom Township High School and Community College,* Chicago Heights, Illinois.

After one semester of operation, the Midwest Program on Airborne Television Instruction, MPATI, has clearly provided a high quality of instruction at the elementary and secondary levels; however, at least two problems arise, especially in high schools. The first of these stumbling blocks is scheduling, which deprives many classes of the program because the telecasts fail to coincide with the regular schedule. Another problem is integrating the telecast with the classroom presentation in order that satisfactory rapport between the television teacher and the classroom teacher is possible. Despite these drawbacks, MPATI has bright and solid plans for the future. Now incorporated as a non-profit educational institution, the Midwest Program on Airborne Television Instruction plans to increase the number of transmitting-channels and the number of course offerings through the next three years.

John E. Dickey, MPATI Teacher in American History.

Charles Hunter, MPATI Area Coordinator, *Northwestern University.*

Public Address

"THE ORAL ELOQUENCE OF THREE BRITISH AUTHORS"

1:15-3:00, Emerald Room

Chairman: Leslie R. Kreps, *Oklahoma State University.*

"The Speaking of Charles Dickens." Melvin H. Miller, *University of Wisconsin* (Milwaukee).

Charles Dickens as a public speaker is less known than Dickens as a novelist or as an actor or as an editor. The many contradictions which surround this colorful and controversial Victorian are in part responsible. Now that his speeches are readily available, Dickens takes on a new role as an effective and versatile public figure. The purpose of this paper is to show that Dickens was an effective speaker because he was concerned throughout his life with the establishment of a close relationship between his audience and himself, that he

found this relationship weak in other speakers of his day and that he was determined to do something about it in his own speaking; and that he succeeded to a degree remarkable in that day or this.

"Donne's Christian Eloquence." DENNIS QUINN, *University of Kansas.*

The central tradition of pulpit eloquence, founded by St. Augustine, asserted that: Christian eloquence saves souls by the truth of Scriptures, which is love; hence the Bible must be interpreted by the analogy of love; a truly Scriptural style will result. This theory disintegrated in the Renaissance: the emphasis of sermons shifted from love to faith; historical and philological procedures replaced the rule of love as the central method of Biblical interpretation; and classical rhetoric supplied the new model for style. John Donne's pulpit eloquence, in both theory and practice, follows the older tradition: he aims principally at arousing love rather than teaching faith; he uses the Bible as a spiritual instrument rather than as an historical document; the power of his eloquence resides in the matter of Scriptures; and his style imitates that of his Scriptural text.

"Sheridan as Dramatist in Parliament." JEROME LANDFIELD, *Oberlin College.*

Sheridan is one of the few important British authors to pursue a long, successful parliamentary career. Materials are known concerning him as speaker, influences of his playwriting on his speaking, and how shortcomings in ethical proof contributed to his political downfall. Thematically, this essay suggests the near impossibility of a man's attempt to achieve major stature both as artist and statesman. Factors (such as ability, temperament, social outlook, and manner of dealing with reality) that caused Sheridan to succeed as a literary artist helped prevent his reaching the highest offices in Parliament. These same factors, however, frequently enhanced his speaking. Although his attempt to divorce art from politics was only partially successful, he may have come as close as anyone. Sheridan's tragedy was that he had the traits of an artist, the ambition to be a politician, and the talent for both.

C. S. S. A. COMMITTEE REPORTS

Report of the Nominating Committee:

The only office for which a person is to be nominated this year is that of Vice-President. The committee's nominee is:

Dr. William Work, Professor of Speech and Director of Theatre,
Eastern Michigan University, Ypsilanti, Michigan.

Respectively submitted,

GERALDINE BERTOVICK
PAUL CARMACK
ORVILLE HITCHCOCK
DOROTHY WEIRICH, *Chairman*

Report of the Local Arrangements Committee, C.S.S.A. Convention:

The following committees have been established for the C.S.S.A. Convention in Chicago, April 6 and 7, 1962, at the Sherman Hotel:

Public Relations Committee: John Converse, chairman, Lake Forest College; William Thompson, Northern Baptist Seminary; Ralph McGee, New Trier Twp. High School.

Audio-Visual Committee: Laurence Hamberg, chairman, Wilson Junior College; David Kaplan, Wilson; William Lattin, Wilson.

Registration Committee: Miss Ruby DeGryse, chairman, University of Illinois at Chicago; Roger Baumeister, UIC; Helen Hoode, UIC; Mrs. Lila Letchinger.

Information Committee: Miss Catherine Geary, Loyola University.

Reception Committee: Dr. Virginia Rutherford, chairman, DePaul University.

Hospitality Committee: Miss Elaine Koprowski, chairman, Loyola University.

ROBERT C. MARTIN, *Chairman*
Local Arrangements, C.S.S.A. Convention

RESEARCH REPORTS

FRANK E. X. DANCE
UNIVERSITY OF KANSAS

Semantic Differential

9. The number of recent investigations employing the Semantic Differential as a measuring instrument and the difficulty of locating such references in the usual manner have led to the preparation of this bibliography by Raymond G. Smith. Dr. Smith is Associate Professor in the Dept. of Speech and Theatre at Indiana University, Bloomington, Indiana.

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SUPPLEMENTAL STUDIES

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Creative Problem-Solving

10. This experiment was designed to study the effects on creative problem-solving (by untrained subjects) of: (1) Instructions to express ideas for

solutions without evaluation (brainstorming), (2) Instructions which required only ideas of good quality (non-brainstorming). The design also allowed for a study of the effects of training in a creative problem-solving course which emphasizes brainstorming.

Each of the subjects (one group untrained, the other trained) was given two problems designed to measure creative ability, in two testing periods. One problem was administered under brainstorming instructions; the other problem was administered under non-brainstorming instructions. The quality of the solutions was later rated by a trained rater.

The major findings were as follows:

1. Significantly more good quality ideas were produced under brainstorming instructions than under non-brainstorming instructions.

2. The subjects trained in a creative problem-solving course emphasizing brainstorming produced a significantly greater number of good quality ideas when using the technique than did the untrained students.

An additional result yielded by the analysis of data indicated a significant positive correlation between quantity and quality of ideas.

The findings are interpreted to indicate that the brainstorming instruction is an effective method for increasing the production of good ideas in a particular type of creative thinking problem, and that it is even more effective if preceded by extensive training in its use.

Parnes, Sidney J., and Arnold Meadow, "Effects of 'Brainstorming' Instruction on Creative Problem Solving by Trained and Untrained Subjects," *Journal of Educational Psychology*, 1959, Vol. 50 pp. 171-6. (Abstracted in *Compendium No. 2 of Research on Creative Imagination*, Creative Education Foundation, New York, p. 8.)

Note: For further information write to the Creative Education Foundation, 1614 Rand Building, Buffalo 3, New York.

11. A battery of 36 tests designed to explore mental or personality traits that might affect creativity were administered to a group of students. The subjects had been rated previously as highly creative or non-creative on the basis of their performance in the arts.

An analysis of the result revealed eight distinct attributes that significantly differentiated the creative individuals from those who were less creative. The more creative individuals were found to excel in: (1) Sensitivity to problems. (2) Fluency. (3) Flexibility. (4) Skill at redefinition. (5) Ability to abstract. (6) Ability to synthesize. (7) Consistency of organization. (8) Originality.

Further examination showed that six of these attributes were identical, and one similar, to those found by Dr. J. P. Guilford in his studies of creativity in the sciences.

It was concluded that conscious cultivation of creativity in the arts may increase creativity in general.

Lowenfeld, Viktor, and Kenneth Beittle, "Interdisciplinary Criteria of Creativity in the Arts and Sciences: A Progress Report," *Research Yearbook* of the National Art Education Association, 1959, pp. 35-44. (Abstracted in *Compendium No. 2 of Research on Creative Imagination*, Creative Education Foundation, New York, p. 5.)

Note: For further information write to the Creative Education Foundation, 1614 Rand Building, Buffalo 3, New York.

NEWS AND NOTES

JOHN TOLCH
UNIVERSITY OF WISCONSIN

STATE ASSOCIATION NEWS

The Winter issue of the *Journal* reported most of the State Association News. Therefore, this section of News and Notes is considerably shorter this issue. Even though some states are making no report this issue, the reporter of news for each state will be listed so that interested readers can send important items to them for inclusion in future issues. The deadline for State Association News items for the Fall issue is June 1. Make sure your association news appears in this column by forwarding your items to your state reporter.

ILLINOIS
William E. Buys, Reporter
Southern Illinois University

INDIANA
James Young, Reporter
Taylor University

The Spring meeting of the Indiana Speech Association will be held in the new theatre at Ball State Teachers College on May 5. The program is under the direction of Mrs. Juanita Shearer of Brazil, Indiana.

KANSAS
Wil Linkugel, Reporter
University of Kansas

MICHIGAN
H. W. Hildebrandt, Reporter
University of Michigan

The Michigan Speech Association Executive Council met in East Lansing recently and made plans for the spring meeting of the Association. This year the spring meeting will be held at the University of Michigan campus on May 11 in conjunction with the Michigan Schoolmasters Club.

"Printed Resources and Teaching Aids for Speech" is the theme chosen for the spring meeting of MSA. Working under this general theme, each area of the Association will be responsbile for a program. Areas and their chairmen include Theatre and Interpretation, L. LaMont Okey and Eleanor Walton; General Speech, Richard Heitzner and James Jaska; and Radio and TV, William Work.

MINNESOTA
Donald N. Dedmon, Reporter
Saint Cloud State College

The Minnesota Association of Teachers of Speech has awarded special plaques to six educators in honor of their outstanding contributions to the field of speech in Minnesota. They are: Dr. Donald K. Smith, Professor of Speech, University of Minnesota; Dr. Robert H. Wick, Professor of Speech, St. Cloud State College; Dr. Marceline Erickson, Professor of Speech, Mankato State College; Miss Anne Simley, Emeritus Professor of Speech, Hamline University; Mr. Dean Schweikhard, past Commissioner of Education in the State of Minnesota; and Mr. F. E. Heineman of the State Department of Education. Dr. Wick and Dr. Smith are past Presidents of MATS. Dr. Erickson is the present vice-president of the state association and was the former chairman of a Speical Committee for Accreditation of Minnesota Speech Teachers. Miss Simley is speech consultant

to the Minnesota State High School League.

MISSOURI

Frances McCurdy, Reporter
University of Missouri

Officers of the Missouri Speech and Hearing Association in 1962 are: Miss Barbara Seelye, St. Louis University; Vice President and President-Elect, Dr. Robert Goldstein, Jewish Hospital; Secretary, Mr. Gene Ritter, University of Missouri; Treasurer, Mr. Sidney Schoenfeld, St. Louis County Special School District. Mrs. Evelyn Young Allen of Kansas City public schools will complete the second year of a two-year term as the MSHA representative to the ASHA House of Delegates.

N.F.L. Committee for the Missouri District has announced Miss Priscilla Bradford of Monett as president for this year.

NEBRASKA

Maxine Trauernicht, Reporter
University of Nebraska

The annual spring meeting of the Nebraska Speech Teachers Association will be held at Kearney State Teachers College, Kearney, Nebraska, April 14-15.

NORTH DAKOTA

John S. Penn, Reporter
University of North Dakota

OHIO

Paul H. Boase, Reporter
Oberlin College

Governor Michael DiSalle has appointed three Ohio speech professors to the Permanent Ohio Educational Television Commission. Selected for the nine-man commission were Vincent Jukes, Director of Radio-TV Operations at Ohio University; Richard Hull, Director of Radio-TV at Ohio State University; and David Bergstrom of Miami University. A primary task for the commission will be a survey of the possibility for activating a statewide educational TV network for the State of Ohio.

The spring meeting of the Ohio Association of College Teachers of Speech will be held at Ohio State University in conjunction with the Ohio College Association. Sectional meetings are planned with programs on problems in teaching speech, the role of speech in congressional campaigns, debate judging, and religious speech.

OKLAHOMA

Doris Niles, Reporter
Will Rogers High School

On January 20, the Oklahoma Executive Council met for an all-day planning session at the Ramada Inn in Oklahoma City.

The Oklahoma Speech Association will have a two-day meeting in conjunction with the Oklahoma Education Association convention in Oklahoma City on October 25 and 26. The Speech Association will meet at the Ramada Inn with Ansel Resler, University of Oklahoma, presiding; and Leslie Kreps, Oklahoma State University, in charge of the program. Plans call for one session on voice and diction at all area levels. The barter room wherein teachers exchange ideas, scripts, tapes, and films proved so successful last year that it is being included in the state meeting again for 1962.

SOUTH DAKOTA

Kenneth Erickson, Reporter
Northern State College

WISCONSIN

Fred E. Haug, Jr., Reporter
University of Wisconsin

The Annual meeting of the Speech Sectional of the Southern Wisconsin Education Association was held on Friday, February 16 at the Memorial Union on the University of Wisconsin campus. The main part of the program was a symposium panel on the subject "Forensics 1962." Participants included Professor Wynett Barnett, Whitewater State College; Professor Gladys Borchers, University of Wisconsin; Mr. Frederick E. Haug, Jr., Wisconsin High School Forensic Association; and Mr. Robert Scott, Delavan-Darien Speech teacher.

Newly elected officers of the SWEA speech sectional include Mr. Ernest Jahr, Deerfield, Chairman; and Mr. Van Johnson, Watertown, Vice-Chairman.

For the second year in a row an original one-act play won an "A" award at the State Drama Contest sponsored by the Wisconsin High School Forensic Association. Brookfield Central High presented *Peonies, Peanuts, and Proposals,* which was written by students under the direction of Mr. Chester Boyes. All plays that enter competition in this event must be taken from the *Approved Play List* which is published by the Wisconsin High School Forensic Association. The only exception to this rule is in the case of original plays that are approved by the Association.

POSTSCRIPT . . .

One of the things an editor of a column of this sort cannot do is to fabricate the news. Let me urge readers to publicize important speech events through this column. *We* would like to see this column become a vital place for an exchange of news and notes important to this speech association. Send your items to John Tolch, the University of Wisconsin, or to the reporter from your state. Copy deadline for the Fall issue should be in by June 1. Copy for the Winter issue should reach me by December 1, and for the Spring issue, February 1.

We have not been able to find anyone from Iowa to report Iowa Association News. Would anyone out Iowa way be interested in informing us of your association activities?

COMMENT . . . . . .

Letters commenting on articles in the JOURNAL *should be sent directly to the Editor. Permission to quote should be clearly indicated by the writer.*

On Tompkins' Attack on Rhetorical Criticism

To the Editor:

In the Winter 1962 issue of *C.S.S.J.*, Phillip Tompkins leveled an attack against the discipline of rhetorical criticism, or at least against one facet of it. My "comments" will focus on some points of confusion, distortion and omission in Mr. Tompkins' article.

At the outset, he provides a broad definition of rhetorical criticism as presented by Thonssen and Baird (*Rhetorial Criticism*, p. 16). But he soon narrows his usage of "rhetorical criticism": "Canons of evaluation are abstracted from classical rhetoricians and applied to data furnished by manuscripts of past speeches"; "The application of rhetorical theory to manuscripts of past speeches."

Also, throughout he seems to assume that the primary, perhaps the only, criteria by which rhetorical criticism is to be measured is the extension and verification of rhetorical theory (here I assume he means the speaking theory which we teach our students and which they apply in practice). He does admit that rhetorical criticism "may provide insight into orators." But only "the experimental study of rhetoric" can "verify and extend our body of theory."

First, the initial broad definition of rhetorical criticism is the one which Mr. Tompkins should have maintained during his analysis, not his later narrow one. Baskerville, like Thonssen and Baird, takes the broad view (*C.S.S.J.*, July 1953, pp. 1-2). "Rhetorical criticism . . . may be defined as the application of rhetorical theory to the practice of public speaking for the purpose of evaluation." Neither Baskerville nor Thonssen and Baird limit the criteria of rhetorical theory which are applied to speaking simply to those "abstracted from classical rhetoricians." Very properly rhetorical criteria derived from present-day psychological studies and experimental research can also be applied.

Second, rhetorical criticism is not a process involving only the examination of "manuscripts of past speeches." It is a comprehensive process which in its examination goes (or should go) far beyond the manuscript. Thonssen and Baird itemize some of the proper topics of study for rhetorical criticism (*op. cit.*, pp. 9-21): (1) The position of the speaker in the persuasive situation, including his ethos; (2) the nature of the audience; (3) the role of the occasion, including both physical place and ideological environment; (4) the speaker's purpose and his immediate or delayed fulfillment of that purpose; (5) the factors of era and timing of the speech within that era; (6) the substance or ideas of the speech; (7) methods of argument; (8) the speaker's premises; (9) the speaker's emotional and motive appeals; (10) the speech's structure; and (11) the style of the speech. Some of these topics go beyond simple study of the manuscript and others, with the aid of the best manuscript available, can be largely determined.

Third, rhetorical criticism, even of past speeches, can serve to partly "verify" (perhaps not in the experimental sense) rhetorical theory. When rhetorical criticism establishes that a large and representative number of effective speakers typically employed a particular rhetorical technique which we teach our students, and that ineffective speakers use this technique inefficiently, it has provided a type of "verification" of sound rhetorical theory.

Fourth, rhetorical criticism has a number of equally important goals beyond verification of rhetorical theory. First, it is invaluable, as Mr. Tompkins casually admits, in providing "insight into orators." Concerning the speeches of Franklin D. Roosevelt, historian Allan Nevins believes (B. D. Zevin, *Nothing to Fear*, iii),

> "They are fascinating also as a revelation of his mind, character, and emotions, the whole complex of qualities which enabled him to deal so effectively with the unending storms of his twelve-odd years of high office."

Concerning a speaker's characteristic methods of argument, such as those of Edmund Burke or Lincoln, English professor Richard Weaver contends (*The Ethics of Rhetoric*, p. 58), "A man's method of argument is a truer index of his beliefs than his explicit profession of principles." And a man's method of argument can largely be determined from a manuscript, imperfect though it is. Second, rhetorical criticism affords a historical insight into the mind of an era. Wrage (*Q.J.S.*, December 1947, p. 455) believes that through it "we may gain insight into the life of an era as well as into the mind of a man." And historian William C. Lang (*Q.J.S.*, February 1951, p. 34) notes that through rhetorical criticism we can see the "significance of the meeting of the man, the place and the times." Third, rhetorical criticism assists in focusing on the role of public address as an influential force in history. Brigance aptly states (*A History and Criticism of American Public Address*, I, p. vii),

> "Not only is history written with words. It is made with words. Most of the mighty movements . . . have gathered strength in obscure places from the talk of nameless men, and gained final momentum from leaders who could state in common words the needs and hopes of common people."

Thus Thonssen and Baird can conclude (*op. cit.*, p. 21),

> "Devoted largely as it is to a determination of the effect or outcome of a speech (rhetorical criticism), reveals the nature of the process by which a communicative intent finally implements, or fails to implement, social action."

Fourth, rhetorical criticism is a valuable tool for historians in their work of interpreting historical materials. Historian Hesseltine believes (*C.S.S.J.*, Spring 1961, p. 179),

> ". . . Speech criticism –rhetorical analysis –is an essential tool of the historian, and . . . without a knowledge of the nature of speech, of the techniques of persuasion, the uses and abuses of propaganda, the historian would misuse and misinterpret the speech documents with which he deals."

Fifth, as Thonssen and Baird point out (*op. cit.*, p. 217), rhetorical criticism has the important role of illuminating rhetorical theory; it helps us "reveal the operation of theory in practice, thus clarifying its meaning." And, finally, rhetorical criticism will assist us, as consumers of speaking, to sharpen our ability to discriminate. As Linkugel and this author have noted elsewhere (*S.S.J.*, Summer 1960, p. 296), intelligent rhetorical criticism

> "helps us to differentiate between a true masterpiece of public address and a piece of demagogic propaganda. Such critical discernment is vital today because never before in history has man been bombarded with so much oral propaganda."

In sum, then, rhetorical criticism has a wide variety of legitimate goals and functions, only one of which is a type of "verification" of rhetorical theory. Mr. Tompkins appears somewhat unfair to the discipline in his narrowing his evaluation of it to only one goal.

However, much of Mr. Tompkins' observation is sound and worthy of consideration. Even rhetorical critics will applaud his suggestion to use all available and appropriate means of evaluating contemporary speaking and its effects. Also, his searching analysis of the defects of speech manuscripts as such, and his suggestions for further studies, merit close attention. And, perhaps most important, all rhetorical critics should support his plea for a "nationwide panel of rhetorical critics to be responsible for reviewing (as members of the immediate listening audience) all the major addresses of our times" with the hope that this panel would eventually "gain a position of influence and status. . . ." This panel approach would perhaps implement the goal propounded by Hillbruner (*W.S.*, Winter 1960, pp. 5 and 9),

> "Public speaking as an art is not flowering because contemporary criticism as an art is not flowering." Rhetorical criticism "should call attention to the best speaking of the day. It should castigate the poor speaking. It should, through its criticisms, improve the practice of public speaking in contemporary society."

If nothing else, Mr. Tompkins' arguments should serve the valuable function of stirring the spirit of self-examination in a field which, to a degree, may have become too encrusted with tradition.

RICHARD L. JOHANNESEN
The University of Kansas

Surrebuttal to Mr. Johannesen

To the Editor:

It is a pleasure to reply to Mr. Johannesen, who has that rare quality of being able to disagree in an agreeable manner. I did not think, however, that I had leveled an attack against a "discipline" of rhetorical criticism. I thought I was attacking the *methodology* of rhetorical criticism. There is a difference. He was quite right in inferring that I assume the extension and verification of rhetorical theory (the speaking theory we teach our students) to be the primary criterion by which research methodologies should be measured. What is the primary end of the field of speech? To communicate to students the knowledge that will assist them in becoming more effective speakers, I should say. Is it then unreasonable to measure research methodologies (means to an end) by the degree to which they extend and verify the body of knowledge necessary to the teaching of speech (the end or goal)?

Point by point:

First, I agree that "very properly criteria derived from present-day psychological studies and experimental research can also be applied" in rhetorical criticism. I should consider this case, however, to be atypical of present rhetorical studies. Regardless of how widespread the practice is, Johannesen's argument would seem to support the notion that experimental research should be *strongly encouraged* in our field—so that its results could very properly be applied in more rigorous criticism.

Second, rhetorical criticism is obviously a process involving more than the examination of manuscripts. Even rhetorical critics would judge as poor research the criticism of a speech that did not consider the eleven factors mentioned by Johannesen. But here I was examining the indispensable aspect of the method. Is research on a past speech generally called rhetorical criticism if it does not consider the manuscript or transcript of what the man said?

Third, can rhetorical criticism verify rhetorical theory (even as much as "partly"—the qualification Mr. Johannesen gave his assertion)? In the original article I asked for the contributions to theory made by the large body of twentieth century criticism. Mr. Johannesen did not choose to answer this question.

Fourth, rhetorical criticism has many goals. I pointed out in the original article several such goals (e.g., providing insight into orators); but I return to my previous position that we have limited means by which to attain unlimited ends, that our research should be primarily undertaken in order to extend and verify the fund of knowledge we need to fulfill our *reason for being*—teaching people how to speak. As a matter of fact, Johannesen argued that the methodology under question "is a valuable tool for historians in their work of interpreting historical materials." This contention, and his testimony from Historian Hesseltine, would lead me to the conclusion that historians should be required to take our classes in rhetoric and criticism, not to the conclusion Johannesen reached. Another of his goals was that rhetorical criticism illuminates rhetorical theory. Agreed. For that reason I originally argued that rhetorical criticism is a valuable classroom exercise, especially for speech-teachers-to-be, but that it should not, as a consequence, receive a high priority as a research method.

I am pleased that Mr. Johannesen agreed with some of my observations, suggestions, and my final "plea." I was disappointed that Mr. Johannesen did not come to grips with the central thesis of the article, emphasized by italics, that rhetorical criticism "*is an effort to study critically oral communication received from an inappropriate medium* (the printed page) *via an inappropriate sensory channel* (vision)."

Phillip K. Tompkins
Purdue University

CONVENTION CALENDAR

Central States Speech Association: Hotel Sherman, Chicago, April 6-7, 1962; (1963, Morrison Hotel, Chicago, April 5-6).

Eastern States Speech Association: Henry Hudson Hotel, New York, April 12-14, 1962.

Southern States Speech Association: Hotel Driskill, Austin, Texas, April 5-6, 1962; (High School and College Forensic Meet and Student Congress, April 1-6, 1962).

National Society for the Study of Communication: Annual Summer Conference, Purdue University, August 26-28, 1962.

American Speech and Hearing Association: Statler-Hilton Hotel, New York, November 18-21.

American Educational Theatre Association: University of Oregon, August 20-22; (1963, University of Minnesota, August 25-27; 1964, University of Pittsburgh, August 27-29).

Speech Association of America: Sheraton-Cleveland Hotel, Cleveland, December 27-30; (1963 [August], Denver; 1964, Chicago).

NUEA Committee on Discussion and Debate Materials: with SAA in Cleveland.

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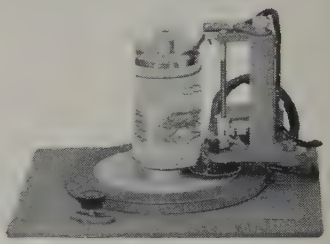

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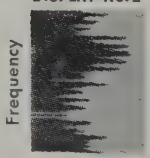

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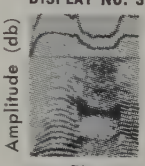

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